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## ABSTRACT

The successful implementation of bilingual/multicultural education programs depends, at least in part, on the availability of information on legislation, funding, teacher education, and program evaluation. This volume contains current descriptions and listings of resources essential to the functioning of any bilingual education program. Contents include a discussion of bilingual education in Public Law 93-380, a consideration of state bilingual education programs, an outline for a comprehensive education plan, background leading to Lau vs. Nichols, a directory and discussion of the activities of the CACTI (Cultural Awareness Center Trilingual Institute) Advisory/Evaluative Committee, a review of the Emergency School Aid Act funding of bilingual programming, a list of bilingual programs and grants in institutions of higher education and of civil rights activities general assistance centers, selective educational bibliographies of information and resources useful in Mexican American education and Native American education, and a guide to teacher education programs for bilingual-bicultural education in U.S. colleges and universities. (CLK)

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# **Bilingual Education Resource Guide**

# Bilingual Education Resource Guide

*Reference & Resource Series*



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#### Note

The opinions expressed in this publication should not be construed as representing the policy or position of the National Education Association. Materials published as part of the *NEA Reference & Resource Series* are intended to be discussion documents for teachers who are concerned with specialized interests of the profession.

#### Acknowledgments

The materials in this publication were compiled by Carmel Sandoval, Professional Associate, and Susan Gann, Teacher-in-Residence, both of NEA Instruction and Professional Development.

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## INTRODUCTION

In 1965 the National Education Association sponsored "The Tucson Survey on the Teaching of Spanish to the Spanish-Speaking." The survey was conducted by leading educators from the Tucson area and resulted in the following recommendations:

There is a need for a well-articulated program of instruction from the preschool level to the high school level in the student's native language.

The preparation of teachers for bilingual programs must be based on: (a) the personal qualities of the teacher, (b) their knowledge of children and appreciation of the cultural environment of the community from which these students derive, (c) skill in the teaching process, and (d) bilingual fluency.

Teachers must be recruited from the Spanish-speaking population and young Mexican Americans must be encouraged to pursue teaching as a career.

Curriculum models must be characterized by their diversity so that the needs of students will be met rather than continue to fit the children to the curriculum.

English must be taught as a second language, using appropriate techniques and materials.

Laws which directly or indirectly impede the use of the children's native language in the classroom must be repealed.

In 1966, as a result of the survey, a symposium on "The Spanish-Speaking Child in the Schools of the Southwest" was convened at the University of Arizona in Tucson. That symposium dealt with bilingual education in six main areas:

Innovative classroom practices

Community participation in the schools.

Preschool education

University involvement

State legislation for bilingual education

Federal support for bilingual education.

The symposium made the following recommendations which have served to form NEA's position on bilingual education:

Spanish-speaking teachers must be trained in accordance with specific criteria.

The school is an extension of the community and mutual support is imperative.

Universities and colleges must intensify their mobilization of talent.

A concerted effort ranging from the local to the national level of government must be put into motion toward the accomplishment of the complex goals set for the education of the Mexican American child.

A variety of state and federal funding resources must be vigorously pursued.

It was in 1969 that the NEA Representative Assembly adopted a resolution supporting bilingual/multicultural education as an effective means of meeting the educational needs of non-English-speaking children. Similar resolutions were

passed in 1972 and each year since. The current position (Resolution B-2) reads as follows:

The National Education Association believes that the bilingual education process uses a student's primary language as the principal medium of instruction, while teaching the language of the predominant culture in an organized program, encompassing a multicultural curriculum.

The Association supports appropriate federal legislation and it urges its affiliates to seek state legislation that requires bilingual/multicultural education according to educational need.

The Association also believes that legislation must provide funds to expand current multicultural and language programs, including those for teacher preparation, necessary to provide equal opportunity to all students in the public schools.

The Association urges that bilingual/multicultural programs include as a goal functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines.

The 1973 Representative Assembly also adopted the following new business item:

Inasmuch as the NEA endorses schools as a concept, not as a place, and continues to support the commitment to provide maximum educational opportunities for all children in their development to their fullest potential regardless of race, creed, color, sex, or national origin, and realizing the need to provide educational services to all students and teachers to meet special needs, NEA shall establish and fully fund a professional Multi-Cultural, Multi-Racial Task Force on Bilingual/Bicultural Education within the structure of NEA.

A Task Force was appointed to provide specific policy and program recommendations to enable the Association to take leadership in influencing the establishment of bilingual/multicultural education programs. Its first action was to define bilingual/multicultural education:

Bilingual education is a process which uses a pupil's primary language as the principal medium of instruction while teaching the language of the predominant culture in a well-organized program, encompassing a multicultural curriculum.

This definition has served as a guide for all NEA programs in bilingual education.

In its first report—to the 1974 Representative Assembly—the Task Force made 23 specific recommendations for NEA involvement and commitment to the concept of bilingual education. In addition to recommending more federal funding and support, it urged NEA state and local affiliates to seek commitment at those levels. It pointed to the lack of awareness of the need for bilingual programs and asked that the NEA provide more information to Association members and leaders.

In its second year the Task Force developed two sets of criteria: one for establishing and maintaining effective bilingual/multicultural education programs, the other for state legislation in bilingual/multicultural education. The criteria were addressed specifically to students, staff, teacher training, curriculum development, the community, and research. The Task Force also spoke of the "gain factor" in bilingual/multicultural education, concluding that all who are concerned about quality education gain from an effective program.



The NEA continues its commitment to quality equal education for all. This information packet on bilingual/multicultural education is a small effort to maintain that commitment. We hope the materials will serve to make NEA members more aware of the current issues and efforts in bilingual/multicultural education and that they in turn will seek to develop high quality programs.

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## BILINGUAL EDUCATION IN PUBLIC LAW 93-380.

*(A paper prepared by the Office of Education, Region VI, U.S. Department of Health, Education, and Welfare, 1200 Main Tower, Dallas, Texas 75202. Reproduced by permission.)*

### Foreword

Bilingual Education in Public Law 93-380 was prepared by our office on March 13, 1975, as an analytical document challenging the Department which ultimately has the responsibility for implementing the law.

Since, the Office of Education has responded favorably by accepting that challenge. The U.S. Commissioner of Education has implemented the recommendations that appear on page [19] of the document, and thus a National Coordinating Council on bilingual education is now an official body with a specific and difficult task. In our office in Region VI, I have appointed a full-time Bilingual Coordinator to complement the national efforts but designed specifically to serve the clients in Region VI.

This document, although prepared over a year ago, is by no means outdated. It has ceased to be purely analytical—it is practical reality.

Educators who have the responsibility to teach students and adults of limited English-speaking ability should acquaint themselves well with the programs identified herein and seek to coordinate and link with programmatic efforts underway in their own institutions and communities.

Eligible institutions are encouraged to conduct comprehensive needs assessments with a broader perspective in mind, and accordingly attempt to fulfill those needs by seeking the numerous resources that Congress has made available.

Edward J. Baca  
Regional Commissioner

### Introduction.

This paper is based upon an analysis of the Education Amendments of 1974. It proposes to show that there is legislative authority for more than twenty different types of bilingual educational activity to be found in the law. It will provide an overview of these divergent activities; raise some of the issues of management, policy, and coordination; and pose some unresolved problems confronting management.

While the paper is intended to be national in scope, it reflects the experiences and concerns of one Regional Office of Education.\* Yet it makes no covert case in support of any existing organizational unit or pattern. It attempts merely to be factual, logical, and analytical. The paper will achieve its purposes if it is judged provocative and leaves solution to top management.

The law presumes that management at all levels will undertake constructive planning and provide effective coordination of admittedly diverse activity. The basic problem in implementing the bilingual components of the law is one of

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management. Even without the law the need for coordination is obvious. P.L. 93-380 only multiplies, magnifies, and compounds the problem. Without coordination the nation faces proliferation of programs, duplication of effort, and unproductive competition among service agencies and institutions. The paper, therefore, *focuses on the need for a nationally coordinated program of bilingual education.*

Issues tend to cluster around interface areas in which there is inherent institutional, programmatic, or organizational stress. An analysis of the problem of developing a nationally coordinated bilingual education program suggests five potential areas of major stress: (1) The "continuity" issue characterized by stress between new and existing programs and products. (2) The "communication" issue resulting from expanded internal as well as external linkages. (3) The "cooperation" issue arising from new interface areas at the local, state, and national levels. (4) The "coordination" issue involving interaction between Federal and non-Federal activity, among funded Bilingual Centers and Clearinghouses, and with related State and local efforts. (5) The "compliance" issue involving adherence to laws, rules, and regulations.

The Congressional intent is clear. Bilingual education is the central theme of the Education Amendments of 1974. Seven of the eight titles of the law make special provisions for persons with limited English-speaking ability. The theme permeates amendments to more than twenty pieces of related educational legislation enacted by Congress over the past quarter century (see Attachment A). The result is a highly complex law that will challenge the ingenuity of management at all levels—Federal, State, and local.

The body of the paper examines three aspects of such a program. First, it will review the various bilingual components set forth in P.L. 93-380. Secondly, it identifies some of the key issues involved. Finally, it will attempt to leave the reader with some unresolved questions regarding further implementation of the law.

## I. Bilingual Educational Components of P.L. 93-380

It is obvious that the authors of P.L. 93-380 clearly intended to make special provisions for persons of limited English-speaking ability at all levels of education.

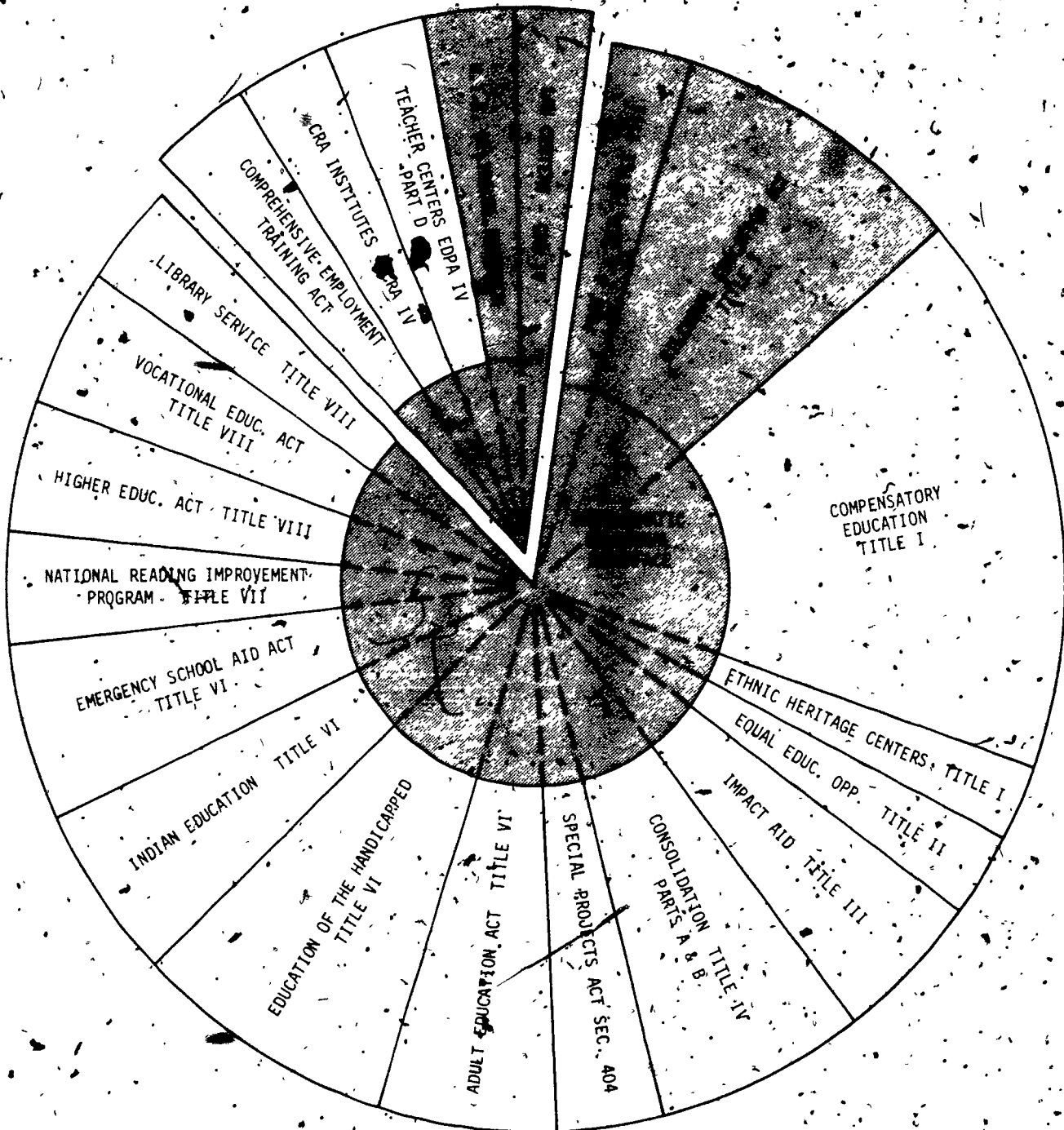
As noted above there are more than twenty different programmatic references to bilingual education in P.L. 93-380. In most of these instances the law merely states that provision must be made for equal educational opportunities for persons of limited English-speaking ability. In some cases specific dollar amounts are authorized or percentage set-asides are indicated. There are at least four programmatic areas where Congress intends that 100% of the appropriated funds support bilingual activities.

The complexity and magnitude of the coordination problem comes into clearer focus if the programmatic bilingual components are depicted on a circle diagram. (See Figure 1.) While most of the program support falls outside of the bilingual impact area, it is apparent that personnel in numerous programmatic areas, both inside and outside the Office of Education, will influence and contribute to the "Programmatic Bilingual Interface." The shaded area of the diagram is where the stress is and where the action will take place. (Also see Attachment B).

A. *Compensatory Education.* Title I not only continues the special programs for educationally deprived children but extends compensatory education to

Figure 1

P. L. 93-380  
PROGRAMMATIC BILINGUAL INTERFACE DIAGRAM



children of migrant agricultural workers and fishermen, to the handicapped, to kindergarten children and adults, and to deprived children in private schools. It is widely recognized that the disproportionate number of children growing up in non-English-speaking homes can be classified in one or more of the above categories. Title I funds will continue to make major contribution to the education of the bilingual child.

B. *Bilingual Education Act*. The strongest mandate in support of bilingual education ever written by Congress is found in Section 105 of Title I. Here Congress substitutes a totally new text for old Title VII of the Elementary and Secondary Education Act of 1965. The law authorizes a sliding scale of funding over the next four years which if fully implemented would double existing support. One-third of all appropriations are to be spent for training bilingual teachers. The National Institute of Education is authorized to conduct a five million dollar Bilingual Research Program annually. The remainder of the annual appropriation will provide grants to local education agencies and institutions of higher education for the establishment, operation, and improvement of bilingual education programs, for supplementary community adult or preschool programs, and to assist State departments of education to provide technical assistance and coordinate bilingual educational activities. Each State educational agency receiving funds is to submit an annual "State Plan," and priority is to be given to geographic areas with greatest need.

C. *Ethnic Heritage Study Centers*. Title I ends with a reference to Ethnic Heritage Studies in Section III. The legislation authorizes continued support for such Centers to July 1, 1978.

D. *Equal Educational Opportunity*. The only reference to bilingualism found in Title II is Section 204(F) where the law states emphatically that "the failure by an educational agency to take appropriate action to overcome language barriers that impede participation by its students in its instructional programs" is deemed an unlawful practice.

E. *Federal Impact Aid Programs*. Title III makes major changes benefiting the bilingual child in Public Laws 81-815 and 81-874. Section 304 excludes Impact Aid funds spent by local education agencies for the benefit of bilingual children when calculating a State's equalization formula. Section 305 includes children who reside on Indian lands when computing "B children" eligibility. The law further stipulates under Subsection 5A that adequate assurance will be given "that Indian children will participate on an equal basis in the school program of the local education agency."

F. *Consolidation Programs—Title IV*. Three references are made to bilingual education in Title IV. Section 402 stipulates that the Commissioner shall transfer to the Secretary of Interior "amounts necessary" from appropriations for Parts B and C to provide "the programs authorized by each such part for children and teachers in elementary and secondary schools operated for Indian children by the Department of Interior." Section 403 makes assurance that bilingual children are included in any "State plan" requesting funds under Parts B and C of Title IV. The third reference is found in Section 404(G) which authorizes projects for the identification and education of gifted and talented children, including those with limited English-speaking ability.

G. *Bilingualism in Non-ESEA Legislation*. Title VI amends and extends four related educational programs which affect individuals with limited English-speaking ability.

Section 607 provides special assistance for *Bilingual Adult Education Programs*. Such projects are to be coordinated with similar activity funded under Title VII of the Vocational Education Act. The instruction is to be given in both



English and the native language of the adult. Fifteen percent of the State's Adult Education allotment is to be set aside for Special Adult Education Projects, including the development of "methods for educating persons of limited English-speaking ability."

P.L. 93-380 amends and extends the *Education of the Handicapped Act* through 1977. Section 614 authorizes a one-year only special State entitlement to assist States in initiating, funding, and improving programs and projects for the education of handicapped preschool, elementary and secondary students. The Section authorizes the Commissioner to make payments to the Secretary of Interior for the education of handicapped children on reservations serviced by elementary and secondary BIA schools operated for Indian children. The law also broadens the screening procedures used in identifying handicapped children by stipulating "procedures to insure the testing and evaluation materials and procedures utilized for the purposes of classification and placement of handicapped children to be selected and administered so as not to be racially or culturally discriminatory."

The *Indian Education Act* of 1972 is extended through July 1, 1978, and is amended to provide special educational training programs for teachers of Indian children. The Section also authorizes 200 graduate fellowships for Indian students working toward degrees in engineering, medicine, law, business, forestry, and related fields. (Attachment C cites the major references to Indian education in P.L. 93-380.)

Title VI also extends the *Emergency School Aid Act* through June 30, 1976. As has been true in previous years this piece of legislation has provided extensive support for bilingual education.

H. *National Reading Improvement Program*. Title VII provides expanded support for a national reading program, and specifies in Section 705 that special priority is to be given "schools having large numbers or high percentages of children with reading deficiencies." One of the criteria set forth in the application process stipulates that provision must be made for "the use of bilingual education methods and techniques to the extent consistent with the number of elementary school-age children in the area served by a reading program who are of limited English-speaking ability."

L. *Postsecondary Educational Programs*. Title VIII deals with amendments to the Higher Education Act of 1965, the Vocational Education Act of 1963, and the Library Services and Construction Act. There are significant new bilingual implications in each of the amended laws.

There are three major changes benefiting the bilingual college student. Section 832 allows a new institution to become eligible for Federal assistance during its initial operating year if the Commissioner determines that the institution "will substantially increase higher education for Spanish-speaking people." Previously there had been a three-year waiting period.

A language barrier is frequently the cause of poor academic performance in institutions of higher education. Section 833 seeks to remedy this problem by making it possible for colleges and universities to receive grants or contracts for the purpose of adding to their curriculum "a program of English language instruction for students of limited English-speaking ability." Such students may also receive "guidance and counseling in order to enable them to pursue a post-secondary education."

The *Higher Education Act* is further amended to provide assistance for training in the legal profession. The amendment makes it clear that individuals receiv-

ing, the assistance are to come primarily from disadvantaged backgrounds, including persons with language barriers.

Section 841 amends the *Vocational Education Act* of 1963 by specifically authorizing bilingual vocational training for persons of limited English-speaking ability, and by adding a new Part J carrying the title "Bilingual Vocational Training." Part J is intended to provide language instruction for skilled and semiskilled workmen already in the labor market, and "who desire or need training or retraining to achieve year-round employment, adjust to changing manpower needs, expand their range of skills, or advance in employment." Training allowances for participants in Part J Bilingual Vocational Programs are subject to the same conditions or limitations as those set forth in Section III of the Comprehensive Employment and Training Act of 1973. Title VIII also amends the *Library Services, Construction Act* to give priority "to programs and projects which serve areas with high concentrations of persons of English-speaking ability."

One final but significant amendment affecting bilingual education is found in Section 845 which extends the existence of the National Advisory Committee on Education of Bilingual Children to July 1, 1978.

## II. Analysis of Issues

When a new Federal program is introduced into a community, and the clientele choose to participate, the consequence is the creation of *programmatic products*. Once a product is in place it sets in motion a predicted logic of *anticipated activities*. The interface of those activities upon the products results in predictable issues.

An expanded bilingual program in Region VI will create a predictable pattern of issues. It is possible to plot such a pattern on a matrix and to analyze the interface areas. Let us consider a model bilingual interface matrix for Region VI. Along the "Y" coordinates of the grid we will place the existing and anticipated products resulting from bilingual programmatic effort in Region VI. To the "X" factors we will assign areas of anticipated activity. It is now possible to plot the major interface areas. (See interface grid, Figure 2.)

As indicated in the introduction, issues tend to cluster around areas of stress. Using the examples contained in the Region VI interface grid, let us examine in depth each of the suggested issues. They tend to follow the interface areas across the grid from the upper left to the lower right.

A. *The Continuity Issue*. Bilingualism is "old hat" in Region VI. Even before the word began to find its way into Federal legislation, community groups and State agencies in the Southwest were producing materials and testing them out in actual classroom situations. Progressive teachers were experimenting with new techniques. Research scholars were exploring the many ramifications of the problem and were scientifically evaluating the consequences which language barriers imposed on the learning situation.

ESEA VII was the catalyst which in 1965 accelerated and expanded bilingual activity. The intervening years have produced a significant repository of historic projects and products resulting from Federal programmatic activity. Some of the key bilingual products occurring in Region VI are identified in the model above, such as historic ESEA Title VII and Title I projects, historic ESAA Title VII projects, the Migrant Student Record Transfer System, the Texas Regional Service

PROGRAMMATIC PRODUCTS  
AND ELEMENTS.

	Inventory	Document	Dissemination	Identify	Involve	Plan	Coordinate	Administer	Inform	Assist	Support	Field	Research	Develop	Train	Monitor	Test	Analyze	Evaluate	Report
ESEA VII Historic Projects	X	X	X	X			X													
ESEA I Historic Projects	X	X	X	X			X	X	X	X						X				X
ESAA IV Historic Projects	X	X	X	X			X	X	X	X	X	X				X			X	X
State Supported BE Programs	X	X	X	X			X	X												
Significant Locally Funded Projects	X	X	X	X			X	X												
Private/Non-Profit Contributions	X	X	X	X	X		X	X												
Migrant Student Record Transfer System					X		X				X									
SEA Bilingual/Bicultural Offices					X	X	X	X												
Regional Service Centers, ESEA III					X	X	X	X												
General Assistance Centers, ESAA IV					X	X	X	X	X	X	X	X				X			X	X
Regional Instructional Development Centers			X		X		X	X			X	X				X				X
State Voc. Ed. Instructional Material Centers			X		X		X	X								X				X
Teacher Center Projects, EPDA, Part D					X	X	X	X	X	X	X	X		X		X				X
Task Force de la Raza			X			X	X	X	X		X	X	X	X	X	X	X	X	X	X
Lau Centers CRA IV, Sec. 403						X	X	X								X	X	X	X	X
CRA Institutes, CRA IV, Sec. 404						X	X									X	X	X	X	X
Indian Ed. Grants, IEA, Parts A, B, & C							X													
MDTA Skill Centers							X			X										
CETA Job Training							X			X					X					
Bilingual Voc. Ed. Trainings, IEA, Part J						X	X			X	X	X		X	X	X			X	X
National Bilingual Clearinghouse			X			X	X	X												
National Clearinghouse and Adult Ed.			X			X	X	X												
NIE Compensatory Ed. Experimental Ed. Centers							X						X	X			X	X	X	X
Postsecondary Bilingual Programs						X	X	X		X	X	X				X			X	X
Library and Learning Resources						X	X	X				X				X				X

Figure 2



Center (ESEA III) network, General Assistance Centers (CRA IV), Regional and State Vocational Education Instructional Material Centers, MDTA Skill Centers, Task Force de la Raza, and Southwest Educational Development Laboratory.

Any planned expansion of bilingual activity in Region VI should logically build upon current and prior accomplishments. Certain anticipated activity can assure continuity between new efforts and old programs. One such activity should involve producing an inventory of prior and existing projects. Several excellent bibliographies have already been produced by the ERIC Clearinghouse on Small Schools at Las Cruces.

Other related activities which impinge on the continuity issue involve documenting and disseminating the proven accomplishments of prior projects. Again the ERIC system can be relied upon as a link to the past and a bridge to the future. All proposal writers should be required to include an ERIC search of their topic as a part of the application process.

Continuity is more than a mere paper process. Only people can make the intellectual process "click." There are already many dedicated bilingual professionals in the Southwest and many more are ready to join their ranks. We need to examine the word "identify" in our list of anticipated activities. We have the resources to quickly develop a roster of knowledgeable persons who have already made contributions in the field of bilingualism. With additional effort it would be possible to recruit, train, and involve a cohort capable of filling in the gaps called for under the new legislation, particularly in such areas as Indian education, gifted and talented, the handicapped, early childhood, and adult education. Continuity implies blending the proven products of the past with the most promising proposals for the future. People and the products or institutions they represent are the keys which will assure continuity.

*B. The Communication Issue.* As noted earlier, the new legislation makes provisions for bilingual education in virtually every aspect of the educational process. It creates the possibility of a 100% increase in Federal support of bilingual programs in 1978. The diversity and magnitude of such programmatic growth creates a major communication problem both internally and externally.

Some efforts have already been initiated to "get the word out." Presentations have been made before each of the State departments of education and other educational groups in Region VI. An interregional Bilingual Conference has been sponsored with a special seminar focusing upon Indian education. Still we have only begun the process of informing our clientele. If the language barrier is to be penetrated there is need for continued effort in the areas of documentation, dissemination, information processing, and product replication.

*C. The Cooperation Issue.* The third anticipated stress area involves interaction among local, State, and Federal personnel who may frequently find themselves working on divergent or even competitive projects. In such circumstances cooperation rarely occurs without deliberate planning. In Region VI our model anticipates deliberate effort to insure cooperation in such activity areas as "involvement," "assistance," and "support."

In almost every instance the law mandates community involvement in planning and implementing bilingual programs. Local and State advisory groups are required and their direct involvement in planning is to be documented. Linkages between local, State, and regional efforts are encouraged. Even at the Federal level the law is specific in specifying interprogram, interagency, and interdepart-

mental cooperation. The job to be done merits a total interteam effort. There must be appropriate interface among such programmatic efforts as State supported and funded bilingual programs, significant locally funded projects, private and non-profit contributions, and the regional and interregional thrusts of Federally sponsored projects. Without cooperation we will either negate or duplicate each other's effort.

*B. The Coordination Issue.* It is the opinion of the Region VI OE staff that the success of the bilingual program outlined in P.L. 93-380 will depend largely upon how well the divergent program elements and activities are coordinated. Management at all levels must assume responsibility for this key ingredient to maximize program effectiveness. No effort should be undertaken in isolation. What works with one ethnic group has relevance for all. Materials and techniques developed by one school district should be equally effective in other localities, especially with minor modifications.

Interstate coordinative efforts are to be encouraged and commended. A good example of such coordination has been operating effectively in Region VI for several years. The State Vocational Education Instructional Material Centers each share their products with the Regional Office of Vocational Education which acts as a clearinghouse for regional distribution of the materials. The system is also fed by good materials produced at the local level, the MDTA Skill Centers, and the Regional Instructional Development Center in Stillwater, Oklahoma. There are other Federally funded components which are making major contributions to the bilingual effort in Region VI. Task Force de la Raza, headquartered in Albuquerque, with Regional offices in San Antonio, Chicago, Denver, and Sacramento, provides a logical interregional coordination network. They have sponsored significant bilingual conferences, compiled statistical data on various facets of the bilingual problem in the Southwest, provided technical assistance upon request to local, State, regional, and national groups, and engaged in significant R and D activity.

There should be planned interface between existing "support" centers, clearinghouse efforts, and any new developments resulting from P.L. 93-380. Lau Centers and Civil Rights Institutes should be tied into a coordinated regionwide network.

Any of the NIE Experimental Compensatory Educational Centers which chance to be located in Region VI should be dovetailed into the Regional Bilingual Support Network, and the efforts of the Southwest Educational Development Laboratory at Austin.

Coordination should not end at the regional level. The law makes provisions for national coordination by authorizing the creation of the National Office of Bilingual Education, and by extending the existence of the National Advisory Council on Bilingual Education. The law also envisions a National Bilingual Clearinghouse which shall "collect, analyze, and disseminate information about Bilingual Education and other related programs." The term "other programs" is defined on page 29 of the law as including the Emergency School Aid Act, Part J of the Vocational Education Act, Section 306 of the Adult Education Act, and Section 6 of the Library Services and Construction Act. Implications elsewhere in the law call for nationally coordinated bilingual activity involving the following legislation: Impact Aid Act, page 40; Civil Rights Act, page 37; Migration and Refugee Assistance Act, page 41; Education of the Handicapped Act, pages 98 and 99; Indian Education Act, page 103; Comprehensive Employment and Training Act, pages 125 and 126; Special Projects Act for the Gifted, page 66; Com-

community Schools Act, page 66; and finally the entire text of the Bilingual Education Act, pages 20 through 29. How the divergent elements are to be coordinated at the national level is of vital concern to the bilingual leadership in the Southwest.

E. *The Compliance Issue.* Any Federal program must be monitored for compliance with the law and the rules and regulations promulgated by the administrative agency responsible for its implementation. The burden of compliance for bilingual educational activities falls heavily on Regions VI and IX. Approximately half of all the bilingual population live in the Southwest. The problem of compliance is compounded by the diversity of the ethnic groups. The Southwest is "home" for the Mexican American.

More than half of the American Indian population live in Oklahoma, New Mexico, Arizona, and California. Louisiana has its French heritage, and California its Chinese. Providing civil rights assurances to such a diverse bilingual population will impose a major administrative problem for the regional OE/OCR/ORO staffs of Regions VI and IX.

### III. Reactions and Response

Assuming we have identified some of the key issues involved in an expanded bilingual education program, and in the light of the diversity of new programmatic activity, what questions logically come to mind? The Region VI staff suggest the following:

1. What impact does P.L. 93-380 hope to make on the bilingual community, educationally as well as socially and economically?
2. What policy changes are advisable?
3. What organizational structure is necessary to effectively coordinate bilingual programs mandated in P.L. 93-380?
4. What administrative decisions need to be made?
5. How shall the Office of Civil Rights be involved?
6. What effect does this paper have on the development of "Rules" and "Regulations?"
7. What significance will a noncoordinated effort have on the Office of Contracts and Grants?
8. What is the role of the Deputyships to a nationally coordinated bilingual educational thrust?
9. Are there good examples of coordinated programs in OE which could serve as models?
10. How can NIE and NCES activity best support OE's effort in bilingual education?
11. Are programmatic set-asides advisable?
12. Should this paper be circulated to the RCs, RDs, the ASE, the OS, and others outside of government?

### RECOMMENDATIONS

That the Commissioner immediately appoint an intraagency Task Force representative of the Deputyships and the Regional Offices and charge it with the following responsibilities:

1. Analyze administrative and management problems inherent therein,
2. Develop policy and directive statements,
3. And report their findings via MIS strategy within a specified time frame.

## ATTACHMENT A

Legislation Amended by P.L. 93-380	Minor References	Major References
	Pages	Pages
Adult Education Act	29, 93, 124, 128	93
Budget and Accounting Act of 1921 (definition only)		113
Career Compensation Act of 1949 (definition only)		38
Civil Rights Act of 1964		37
Comprehensive Employment and Training Act of 1973 (definition only)	125, 126	
Cooperative Research Act, P.L. 83-531		61
Economic Opportunity Act of 1964		40
Educational Amendments of 1972		79
Education of the Handicapped Act	96, 128	96
Emergency Insured Student Loan Act of 1969		79
Emergency School Aid Act	29, 36	104
ESEA of 1965	20, 29, 52, 102, 116, 127, 129	5
General Education Provisions Act, P.L. 90-247	65, 67	73
Higher Education Act of 1965	79	120
Impact Aid Act, P.L. 81-874		38
Indian Education Act		102
Library Services and Construction Act	29, 52, 59	126
Migration and Refugee Assistance Act of 1962 (modified)		41
National Defense Education Act of 1958	53, 60	105
Social Security Act	7	118
Vocational Education Act, 1963	29	123

## New Acts or Legislation Embodied in P.L. 93-380

Bilingual Education Act of 1974	20
Equal Educational Opportunities Act of 1974	31
Family Rights and Privacy Act of 1974 (Buckley Amendments)	91
Mathias Amendment (Special 1 year only grant for Handicapped)	97
National Reading Improvement Program	105
Special Projects Act of 1974	61
The Community Schools Act	66
Tyding's Amendment (carryover funds)	79
Women's Educational Equity Act of 1974	71

## ATTACHMENT B

Public Law 93-380  
Implications for Bilingual Education

- I. Compensatory Education (ESEA I)  
(Title I, Section 102, pp. 8, 18)
  - A. Ethnic Heritage Study Centers (ESEA IX)  
(Title I, Section III, p. 30)
- II. The Bilingual Education Act  
(Title I, Section 105, pp. 20-29)
  - A. Amends Title VII of ESEA
    1. Provides grants to LEAs to meet the needs of children with limited English-speaking ability.
    2. Preschool and supplementary programs may also be funded.
    3. Programs may be established for adults.
    4. Particularly for parents of children participating in bilingual programs.
  - B. Program Characteristics
    1. Must provide instruction in child's native language, also English.
    2. Limited number of English-speaking students may enroll.
    3. Bilingual students to attend regular classes in subjects such as art, music, and physical education.
- III. Desegregation (Title II, Section 204, p. 32)
  - A. Failure to take appropriate action to overcome language barriers is considered an unlawful practice.
- IV. Impact Aid (P.L. 81-874) Title III, Section 304-5, pp. 40, 41, & 46)
- V. Consolidation (Title IV, Section 401, p. 55 plus p. 57)
  - A. Basis of distributing Part B funds.
    1. Greatest amounts to districts with greatest number of children from disadvantaged homes.
    2. Programs designed for families in which English is not the dominant language.
  - B. State Advisory Council must include professional persons with bilingual competence.
- VI. Special Projects Act (Title IV, Section 404, p. 66)
  - A. Provides funds for model projects for gifted and talented children.
  - B. Must include efforts to identify and educate bilingual children.

VII. Adult Education (Title VI, Section 607, pp. 95-96)

- A. AEA is amended to include provisions for bilingual programs for adults.
  - 1. Instruction is to be in both English and the native language.
  - 2. Projects are to be coordinated with other programs funded under Bilingual Education Act and the Vocational Education Act.
- B. Provision is made for special bilingual experimental demonstration projects under Section 607.
  - 1. Funds may be used for development of innovative methods.
  - 2. Also for the training of personnel for adult bilingual programs.

VIII. Education of the Handicapped, Section 614, p. 98

IX. Indian Education Act, Sec. 632, Section 614, p. 98

X. Emergency School Aid Act, Section 641, p. 104

XI. The National Reading Improvement Program  
(Title VII, Section 705, p. 107)

- A. The Act generally provides funds for reading improvement programs at the elementary and pre-elementary levels.
- B. Applicants must provide for the use of bilingual methods and techniques.

XII. Higher Education Act of 1965

- A. Developing Institutions for Spanish-speaking people, Sec. 832, p. 120.
- B. Guidance and counseling services, Sec. 833, p. 121.
- C. Legal Training, Sec. 836, p. 121.

XIII. Vocational Education Act of 1963 (Title VIII, Section 833, pp. 120-121, Section 841, pp. 123-127)

- A. Section 833 provides English language instruction counseling and guidance for students of limited English-speaking ability.
- B. Section 841 provides \$17.5 million for FY 75 for bilingual vocational education and adult education programs.
  - 1. The section also specifies that persons of limited English-speaking ability are to be included as members of the National Advisory Council on Vocational Education.
  - 2. Students of limited English-speaking ability may be included on State advisory councils.
- C. Extends Vocational Education Act of 1963 and creates a new Part J categorical program for bilingual vocational training programs.
  - 1. Designed to train or retrain individuals with limited English-speaking ability for nonprofessional employment.

2. Develop and disseminate accurate information on bilingual vocational training.
3. Report annually to the President and Congress.
4. Appropriates \$17.5 million for FY 75 to fund Part J activities.

XIV. Library Services and Construction Act  
(Title VIII, Sec. 841, pp. 126-127)

- A. The State Plan requirements for LSCA is amended to provide assurances that priority will be given to projects serving areas with high concentrations of persons with limited English-speaking ability.
- B. LSCA plan must accommodate communities with high concentrations of low-income families.

XV. Extension of Advisory Council  
(Title VIII, Sec. 845, p. 129)

- A. Extends the life of the Advisory Committee on the Education of Bilingual Children to July 1, 1978.



## ATTACHMENT C

Public Law 93-380  
Implications for Indian Education\*

1. Compensatory Education for Indian Children  
(Title I, Section 101, p. 5, p. 8—EA of '74)
  - a. OE funds to be transferred to Department of Interior for special education needs of disadvantaged Indian children:
    - (1) must live on reservations or
    - (2) attend DOI schools.
  - b. 1% of Title I funds reserved for territories and Indian children.
2. Bilingual Education for Indian Children  
(Bilingual Ed. Act, Title I, Sec. 105, pp. 24-25—EA of '74)
  - a. Grants for bilingual education:
    - (1) to schools operated predominantly for Indian children, and
    - (2) to Secretary of DOI for children living on reservations.
  - b. Secretary of DOI to compile bilingual studies:
    - (1) An annual report on projects and funds
    - (2) A needs assessment on bilingual education for Indian children.
3. Impact Aid for Indian Children  
(Title III, Sec. 305, pp. 46-47—EA of '74)
  - a. LEAs must guarantee that children residing on Indian lands will be included in school programs on an equitable basis.
  - b. Indian children classified as A students for determining impact aid payments.
  - c. Funded at 100% level.
4. Consolidation Grants for Indian Children  
(Title IV, Sec. 401, p. 54—EA of '74)
  - a. A 1% set-aside of the consolidated appropriation reserved for territories and Indian children (DOI school).
    - (1) Provides support for Libraries and Learning Resources (Part B), and
    - (2) Educational Innovation and Support (Part C).
5. Education of Handicapped Indian Children  
(Title VI, Sec. 614, p. 98—EA of '74)
  - a. Authorizes grants of \$8.75 for each child ages 3-21 for FY 75 only, for all handicapped children in the State.
  - b. A 1% set-aside of the appropriation is reserved for handicapped Indian children on reservations in DOI schools.

\*Prepared by Harold A. Haswell, Director, Developmental Programs Planning and Evaluation, USOE, ROVI, Dallas, TX.



- 6. Indian Education Act extended and expanded.
  - a. Extends Section 303(a)(1) of P.L. 81-874 (Impact Aid Act), also known as the Indian Education Act (P.L. 92-318), through fiscal year 1978.
    - (1) Sec. 303 is amended to increase the percentage of funds reserved for *Indian controlled schools* from 5% to 10%.
  - b. Section 810g of ESEA is also extended through fiscal year 1978.
    - (1) This section provides grants to improve educational opportunity for Indian children.
    - (2) The amendment requires the inclusion of children enrolled in nonpublic schools in funded programs.
  - c. Provides fellowships and scholarships for Indian professionals.
    - (1) Authorizes \$2 million per year for *teacher training fellowships* and grants.
    - (2) Also authorizes 200 fellowships for *Indian professional graduate students*.
- 7. Extension of Advisory Council
  - (Title VIII, Sec. 845, p. 129—EA of '74).
  - a. The National Advisory Council on Indian Education (Title IV, Sec. 442) is extended until July 1, 1978.

## STATE BILINGUAL EDUCATION PROGRAMS: A NEW FRONT

(Excerpt from SchobL Finance Report: A Legislators' Handbook (pp. 31-34), John J. Callahan and William H. Wilken, editors, published by the Legislators' Education Action Project, National Conference of State Legislators, Suite 702, 1150 17th Street, N.W., Washington, D.C. 20036. Reproduced by permission.)

... many states have initiated bilingual education programs in order to meet the special needs of children from homes where a language other than English is dominant. The 1968 Federal Bilingual Education Act, which became Title VII of the Elementary and Secondary Education Act, its subsequent, substantial funding, and the 1974 U.S. Supreme Court decision in *Lau v. Nichols* were landmark stimuli in focusing local reformers' and ultimately state attention on bilingual education. Only three states had such programs legislated and funded at the time of *Serrano*. By 1974-75, however, 13 states had legislated and funded bilingual education programs, while another state had mandated bilingual instruction without legislation.<sup>1</sup>

As Table 3 shows, four states have made relatively strong efforts in bilingual education: Illinois, Massachusetts, Colorado and Louisiana.<sup>2</sup> Each of these state's funding approximates or exceeds significantly the funding for bilingual education provided by the Federal Government's Title VII ESEA. In the case of Illinois, phenomenal increases in funding of its bilingual education program accompanied the state's 1973 general school finance reforms; bilingual education funding rose from \$805,000 in 1971-72 to \$8,000,000 in 1974-75, the top state funding in the nation. These funds are especially important to Chicago as "nearly two-thirds of (the number of children served) reside in the Chicago area." As will be discussed later, Illinois chose a multi-pronged approach to aid its largest city.

Colorado's bilingual education legislation was not enacted until 1975, two years after the state's major 1973 general aid formula revisions. The 1975-76 appropriation was \$2.5 million, which is 455% of the 1974-75 Federal Title VII funds awarded to the state. One of Colorado's 1973 general aid formula revisions also substantially benefited Denver, despite that city's relatively high wealth. So, Colorado, like Illinois, has chosen a multi-pronged approach to aid its largest city.

In the Northwest and Midwest, where children eligible for bilingual education programs are concentrated in the cities, bilingual aid programs can be seen as a fairly direct way to help cities undertake the tough job of providing an adequate education for their linguistically diverse student populations. Michigan, New Jersey, New York and Rhode Island, in addition to Illinois and Massachusetts, fund state programs. The funding commitments of these four states are quite small, however, compared to the Federal Title VII ESEA funds going into their states (See Table 3.)

In the Southwest and West, where children eligible for bilingual education programs are more spread out between urban and rural areas, bilingual aid programs obviously have less impact on cities. Nevertheless substantial funding of bilingual programs would still be an important way for states to assist cities in

<sup>1</sup>Table 3 lists the 13 states; Pennsylvania is the state which has mandated bilingual instruction without legislation.

<sup>2</sup>Louisiana's program, however, is aimed at fostering French as a second language rather than at meeting the needs of children from homes where a language other than English is dominant.

their difficult educational tasks. Next to Colorado, New Mexico appears to have made the second greatest effort in the Southwestern and Western areas of the country. New Mexico's effort, however, is only one-third of the Federal Title VII ESEA allocations in New Mexico. California and Texas have both allocated more funds for bilingual instruction than either Colorado or New Mexico, but their state funds are only 19% and 13% respectively, of the Federal Title VII ESEA allocations in their states. (See Table 3.)

Nationwide in 1974-75, states allocated \$23 million for state legislated and funded bilingual education programs. This figure is almost ten times what it was in 1971-72. Similarly the number of states with legislation and funding on the books has grown from only three at the time of *Serrano* to thirteen at present. Nevertheless, this growth must be placed in perspective. Even considering that state funds for bilingual education might approach \$30 million when adding in state compensatory education funds and state department of education general funds used for bilingual education purposes, state program dollars would still be only 38% of Federal Title VII ESEA dollars for bilingual instruction, and are only 13% of state compensatory education program dollars. As for meeting the need in the area of bilingual education, Congressman Edward R. Roybal of California estimates that the Federal Title VII ESEA funds in FY 74 served only 3% of the five million children who are eligible for bilingual programs . . . . Or to look at this another way, if it could be presumed that the total Federal Title VII funds (\$78 million in 1974-75) were spent equally on each eligible child (total 5 million), the additional funds available to participating school districts would be only \$16 per child. Yet the federal funds are roughly three times the state funds! In short, except for Illinois, Massachusetts, and Colorado, state bilingual programs today do not appear to be substantial forces in meeting the needs of cities' disproportionate numbers of linguistically disadvantaged students.

TABLE 8

**STATE LEGISLATED AND FUNDED BILINGUAL EDUCATION PROGRAMS<sup>a</sup>**  
(Dollars in Thousands)

State	Initial Legislation	State Allocations				Total Federal Title VII ESEA Bilingual Education Grant Awards 1974-75	State Allocations as a % of Federal Title VII ESEA Grant Awards 1974-75
		1971-72	1972-73	1973-74	1974-75		
Alaska				\$ 200	\$ 200	\$ 705	28%
Arizona	1969	\$ 100	\$ 100	400	700	2,565	27
California	1972		1,000	4,000	4,000	21,383	19
Colorado	1975				<sup>b</sup>	549	0 <sup>f</sup>
Illinois	1968	805	2,370	6,000	8,000	3,414	234
Louisiana	1968		500	500	1,300	1,596	81
Massachusetts	1971	1,500	2,500	2,500	4,000	2,075	193
Michigan	1971		88	0	0 <sup>c</sup>	832	0 <sup>f</sup>
New Jersey	1974				250 <sup>d</sup>	2,289	11 <sup>f</sup>
New Mexico	1969	100	300	700	1,000	3,158	32
New York	1973			1,500 <sup>e</sup>	1,500 <sup>e</sup>	13,250	11
Rhode Island	1974				50	1,033	5
Texas	1973			700	2,000	15,347	13
Column Totals		\$2,505	\$6,858	\$16,500	\$23,000		
U.S. Totals					\$23,000	\$78,248	29%
U.S. Totals—less Illinois and Massachusetts					\$11,000	\$72,759	15%

\*Estimate

<sup>a</sup>Only programs based on state legislation and categorical funding are included. Thus bilingual education programs in states such as Washington, which are supported from state compensatory education funds, or in Pennsylvania, which are supported solely by local education agencies, are not included.

<sup>b</sup>Major new program to commence in 1975-76, funded at \$2,550,000.

<sup>c</sup>\$300,000 allocated for 1975-76.

<sup>d</sup>Major new program to commence in 1975-76.

<sup>e</sup>In addition, significant portions of local districts' allocations of state funds under the Urban Education Program (until June 1974) or Chapter 241 Program (since July 1974) have been earmarked by local districts for bilingual education: \$3,759,000 in 1973-74.

<sup>f</sup>Will be much higher in 1975-76.

TABLE SOURCES: Stanford Research Institute, Educational Policy Research Ctr., *State Compensatory Education and Bilingual Programs* (Res. Memo EPRC 2158-25) (Menlo Park, Calif.: Stanford Res. Inst., Feb. 1975); Thomas L. Johns, ed., *Public School Finance Programs, 1971-72* (DHEW Publication No. (OE) 73-00001) (Washington, D.C.: GPO, 1972), especially Table 2, page 4; U.S. Office of Education, *ESEA Title VII Project Summary, By State and Project Location, Giving 1975 Grant Award Totals* (Washington, D.C.: USOE, Mimeograph, December 12, 1975); Intercultural Development Research Association Newsletter (San Antonio, Texas: IDRA, September 1975), p. 2; and various state department of education officials, state legislative staff and local education officials.

## OUTLINE FOR A COMPREHENSIVE EDUCATION PLAN

(Developed by the Cultural Awareness Center Trilingual Institute (CACTI), College of Education, Multicultural Education Center, The University of New Mexico, Albuquerque, New Mexico 87131. Reproduced by permission.)

The attached outline is offered as a basic approach for a Comprehensive Education Plan (CEP) that will not only address itself to CRA [Civil Rights Act], 1964, Title VI requirements including *Lau*, but hopefully will accentuate quality in an educational setting.

Although this outline was originally intended as assistance for ESAA [Emergency School Aid Act] school districts, it was developed further and could be useful to school districts who are developing a CEP for other than ESAA eligibility reasons.

[CACTI, the New Mexico State Department of Education, and General Assistance Center-A, University of New Mexico] were involved in several work sessions as the outline was developed. One of the sessions included representatives from OCR [Office for Civil Rights], Regions VI and IX.

The outline is purposely general and flexible to allow for school districts to utilize their own uniqueness and still meet basic requirements.

In this outline "Lau Remedies" refers to the *Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful Under Lau vs. Nichols*\* document accepted and enforced by OCR.

The Lau Remedies and the May 25, 1970, memo\* are also used with this outline since reference is made to those documents throughout.

### I. Districtwide Advisory Committees

Adequate provisions for minority participation on the committee and adequate community input and review. This should apply to Advisory Committees under all federal projects.

### II. Needs Assessment and Priority Setting

A. Inventory current curriculum, faculty capabilities, existing Federal programs, existing state and local programs and funds, language/cultural/educational background and needs of students, current physical facilities, community resources, available evaluation data (current and applicable).

#### 1. Language assessment

- a. Survey all students to determine home or primary language; use Lau Remedies criteria. Survey forms available from SEA [State Education Agency] Lau or CACTI Lau Center. Lau Remedies document also available from the above sources.

\*May be obtained from Type B General Assistance Center in your area. See list on page 55.

- b. Determine the linguistic proficiency of those students identified above and categorize as follows:
  1. Monolingual other (than English)
  2. Predominantly other
  3. Bilingual
  4. Predominantly English
  5. Monolingual English
2. Determine achievement levels of above students (see pp. 10, 11, and 22 of Lau Remedies ...).
- B. Draw up set of priorities based on identified needs and resources.

### III. The Comprehensive Education Plan

- A. Restructure curriculum to meet the identified multilingual/multicultural needs of the students.
  1. Describe the program(s) you will prescribe for students of limited English-speaking ability (LESA) identified in the language assessment. Provide for the cognitive and affective domains (pp. 4- Lau Remedies).
  2. Additional innovative initiatives by the district, or additional items to meet specific identified needs. Alternative programs aside from those suggested in the Lau Remedies but which fill the achievement criteria.
  3. Time lines, evaluation designs, staffing, etc., can be incorporated in this section of the [Comprehensive Education Plan] or as separate components addressing the total [Comprehensive Education Plan].
- B. Eliminate discriminatory class assignments, ability grouping and special education grouping (see pp. 13, 18- Lau Remedies and other regulations).
- C. Adopt affirmative action plan to hire needed multilingual/multicultural and minority teachers and administrators. Document recruiting efforts, transfers, reassignments, etc. (pp. 17- Lau Remedies and other regulations).
- D. Develop training program to bring present staff into position to meet the assessed needs. Outline such a program, i.e., when, what (content), duration of training, by whom, participants, etc. (see pp. 15, 16, 17- Lau Remedies).
- E. Provide for orientation and involvement of secondary school students in the program.
- F. Provide notification for parental involvement (see pp. 19- Lau Remedies).

### IV. Evaluation (see pp. 20- Lau Remedies)

- A. Provide for ongoing evaluation by components, including pre- and posttesting evaluations and formative assessment of programs for needed modifications.

# ELEMENTARY

## IDENTIFICATION

SCREEN ALL STUDENTS

E - O

## ASSESSMENT

DEGREE OF LINGUISTIC FUNCTION OR ABILITY

ASSESSMENT CRITERIA  
2 OUT OF 3  
3RD TO  
VALIDATE

A. MONOLINGUAL  
OTHER LANGUAGE

INTERMEDIATE ALSO

B. PREDOMINANT OTHER

C. BILINGUAL

D. PREDOMINANT  
ENGLISH

E. MONOLINGUAL

UNDERACHIEVING

AT GRADE LEVEL  
OR BETTER

## PRESCRIPTION

BILINGUAL  
PROGRAM

T.B.E., B.B.P.,  
M.M.P

OTHER RESPONSE

HOME  
LANGUAGE

FIRST  
LANGUAGE

STUDENT'S  
LANGUAGE

1 OR MORE  
OTHER  
LANGUAGE

ALL ENGLISH

NO FURTHER LANGUAGE SERVICES REQUIRED

## V. Implementation and Reporting

- A. Set up reasonable and reliable goals and timetables. Implementation of a comprehensive education plan approved by Title VI may take place over a reasonable period of time, with immediate implementation of some parts and more gradual implementation of others, taking into account the particular item in question, the resources of the district, and the unique characteristics of the district.
- B. Reporting (see pp. 20- Lau Remedies).

*[Comprehensive Education Plan] must be officially supported by the district's school board.*



## BACKGROUND LEADING TO *LAU* vs. *NICHOLS*

(Cultural Awareness Center and Trilingual Institute (CACTI), College of Education, Multicultural Education Center, The University of New Mexico, Albuquerque, New Mexico 87131. Reproduced by permission.)

### Definitions

*Segregation*—separatism, ethnic isolation, discrimination, lack of equal educational opportunities, etc.

*Desegregation*—opposite of the above. Originally had a very narrow meaning; movement of students (busing) because "separate but equal schools" doctrine was ruled unconstitutional. The bringing together of children who are different.

*Integration*—refers more to the quality of the relationship between these children who are different.

*Quality Integration*—the ideal situation, a culturally and structurally integrated school(s). A multicultural setting.

\* \* \*

The following is a brief overview citing some bench marks in the area of civil rights in general and in the attempts to remove discrimination in the public schools of this country. Again discrimination takes on many interpretations when considering a child's participation in equal opportunity.

The "right to discriminate" principle was pretty much upheld by the courts up until about the middle of this century. In 1896, in fact, the Supreme Court ruled that "separate but equal" facilities for Blacks and Whites were constitutional. The case in question was *Plessy vs. Ferguson* and it involved the availability of railroad cars.

This doctrine was utilized by school districts, particularly in the South, to maintain separate schools for Whites and non-Whites.

In 1954 the Supreme Court ruled, in *Brown vs. Topeka School Board*, that segregation was unconstitutional. Thus, it reversed the "separate but equal" principle. "Separate educational facilities are inherently unequal." In 1955 the Court ruled that desegregation was to be carried out (at this point desegregation was still defined as the physical movement of students, and whatever was taking place involved non-Whites, to eliminate ethnically identifiable schools).

Fourteen years later in 1969 the Court had to rule that desegregation must take place "at once." This is when the heavy activity (still physical) started. This is when desegregation centers (Type A) were funded although they were authorized in *CRA* 1964. Also, the government provided funds through ESAP and now ESAA for desegregating and desegregated school districts. The latter category is now given more meaning and we are graduating into "integration" and "quality integration" as . . . roughly defined . . . earlier.

The most significant legislation in civil rights was the *Civil Rights Act* of 1964. It prohibited discrimination on the basis of race, color, religion or national

origin. Now, through *Title IX* of the *Education Amendments of 1972* they have added sex to that list, i.e., the discrimination of people because of their sex . . . .

The Office for Civil Rights was given the responsibility for identifying and terminating any acts of discrimination in the public schools based on the above categories (*Title VI* of CRA).

*Title IV* of the *Civil Rights Act, 1964* also authorized desegregation centers, now called General Assistance Centers, to assist school districts with the problems of desegregation as enumerated under *Title VI*. These are the Type A centers and 27 were authorized for the next year (1976).

The May 25, 1970, memo (Pottinger OCR) insisted that school districts be reminded that language and "national origin" are fused and inseparable. [It] specified the Spanish-surnamed child, but . . . implicitly involved all non-English-dominant kids. In other words we might not be discriminating against them because of their national origin, but if there is a language other than English, associated with that ethnic group and we deny its use for educational purposes, it is a form of discrimination. The *Lau vs. Nichols* decision (January 1974) brought this principle to fruition; denial of a student's (K-12) primary or home language is a form of discrimination or of denying *equal educational opportunity*.

Since the CRA of 1964, *Title IV*, already provided general assistance centers to deal with desegregation (now language also) issues and problems, we now have nine centers (Lau Centers) throughout the country to address themselves to the problems of non-English-dominant students and to assist school districts in complying with the regulations as enforced by the Office for Civil Rights. These centers are known also as General Assistance Centers Type B (ours is CACTI) to distinguish them from the A centers who deal with non-language problems and activities. The Lau Centers, because they cross regional lines, are administered from Washington through the Office for Equal Educational Opportunity (OEEO), HEW. The A centers are regionalized, and have less of a service area because there are more (27).

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Executive Director  
National Education Task Force de la Raza  
University of New Mexico  
Albuquerque, New Mexico 87131

# Brief Scenario of Civil Rights Activities

*Plessy vs. Ferguson* 1896

*Brown vs. Topeka* 1954

Civil Rights Act 1964

TITLE IV

TITLE VI

Office of Equal  
Educational  
Opportunity  
(OEEO)

Office for Civil  
Rights (OCR)

1. SDE
2. LEA's
3. General Assistance Centers

1. Race
2. Color
3. National Origin

OCR (Pottinger) May 25 Memo 1970

*Lau vs. Nichols* 1974

OEEO

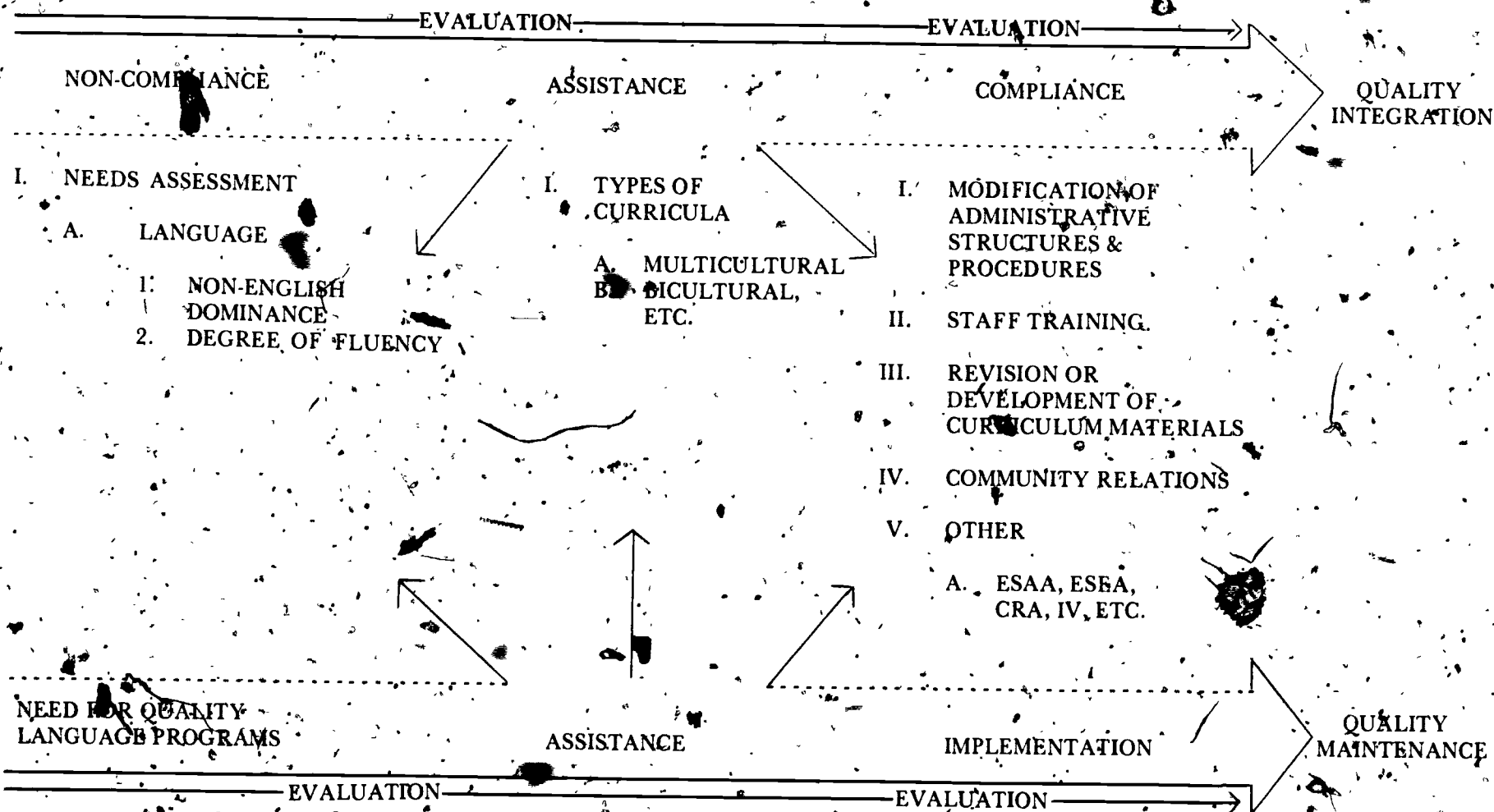
OCR

1. SDE
2. GAC "B" (9)  
Lau Centers

1. Reviews
2. Identification  
Non-compliance
3. "Lau Remedies"
4. CEP's

# CACTI/SCHOOL DISTRICT

## ACTIVITY PHASES



## ESAA FUNDING OF BILINGUAL PROGRAMMING

(Reprinted by permission from Public Telecommunications Review, July/August 1976. Published by the National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.)

For four years, the U.S. Office of Education, through the Emergency School Aid Act, has been funding the production of bilingual children's television series. These programs are made available to both commercial and noncommercial broadcasters for a small charge to cover the cost of distribution.

According to Dr. Dave Berkman, ESAA-TV Program Officer, \$14,870,080 has been granted for bilingual programming during ESAA-TV's four years. What follows are descriptions of the funded programs.

### Already Produced

#### *Carrascalendas*

The first 78 shows of a 130 half-hour program series for children 3 through 9. Each of these first 78 shows, which is part in English and part in Spanish, is a complete, single storyline musical comedy with an average of six original, fully scored, and frequently choreographed musical numbers. The series takes place in the mythical town of Carrascalendas—a set measuring almost 100 feet square with a dozen buildings surrounding a 50 foot square plaza. Each building interior is fully finished and furnished since all exteriors pull away to allow for complete camera access. Characters include Agapito Gomez y Gomez y Gomez—"the world's only bilingual lion"; Mable, the hip, black magician; and an assortment of zanies and straights, both Anglo and Latino. Action usually includes one or more slapstick bits in each program. The series content stresses affective (emotional and attitudinal) concerns. Evidence from its current PBS airing indicates that *Carrascalendas* appeals equally to both English and Latino youngsters. Produced under two successive funding awards totalling \$3,120,809, to KLRN (TV), Austin, Texas.

#### *Villa Alegre*

The first 130 of 195 shows in this highly popular series of half-hour programs now airing on PBS. Like *Carrascalendas*, *Villa Alegre* is a Spanish-English series intended for both Anglo and Latino children 3 through 9. However, *Villa Alegre* (like *Sesame Street*), is a modularized (segmented) series, with each show consisting of perhaps a dozen different elements (many of them musical), shot half live-on-tape and half film. Film includes about half animation—both cel- and computer-generated. Each of the *Villa Alegre* shows concentrates on one of five content areas: food and nutrition; energy; environment; interpersonal relations; and man-made things. Produced under two awards totalling \$5,160,000, plus a \$1,000,000 grant from Exxon Foundation, to Bilingual Children's Television, Inc.

### *Mundo Real*

The first 10 shows of a 30 half-hour program bilingual series for children 7 through 12, which is built around the continuing drama format popular with Latinó audiences. The series focuses on a fictional mainland Puerto Rican family and the problems and opportunities faced by the children. Produced under a \$250,000 award to Connecticut Public Television.

### *In Production*

### *La Bonne Aventure*

A bilingual series of 20, 15-minute programs, intended mainly for those children 4 through 8 from French-Canadian backgrounds in the upper Northeastern part of the United States, designed to prepare these children to overcome some of the cultural shock which many experience on entering Anglo-dominant schools. Produced under a \$249,402 award to the Maine Public Broadcasting Network.

### *Carrascolendas*

Fifty-two more shows of the 130 program bilingual Spanish-English series described above. These 52 programs will focus primarily on the activities of the children who reside in Carrascolendas, but will do so through a modular format. The emphasis on slapstick comedy, music and dance will remain. Produced under a \$1,674,000 award to KLRN (TV), Austin.

### *Que Pasa, U.S.A.?*

A series of 20 Spanish-English "sitcoms" for youngsters 12 and above, focusing on the generation gap in a typical Cuban-American family. Produced under two joint awards totalling \$500,000 to Community Action and Research, and to WPBF-TV, Miami.

### *La Esquina (The Corner)*

A series of 10 dramatic half-hour Spanish-English bilingual programs intended for Mexican-Americans 12 and above. Action will take place in a soda shop frequented by the Chicano and Anglo adolescents around whose problems the series revolves. Produced under a \$249,999 award to Southwest Educational Development Laboratory, Austin, Texas.

### *Mundo Real*

Shows 11 through 30 of the series described above. Produced under two awards totalling \$500,000 to Connecticut Public Television.

### *Villa Alegre*

Shows 131 through 195 of the series described above. Produced under a \$3,165,870 award together with a \$1,000,000 grant from a private source to BC/TV, Inc., Oakland, California.

## BILINGUAL PROGRAMS AND GRANTS IN INSTITUTIONS OF HIGHER EDUCATION

(Excerpt from Directory of Title VII ESEA Bilingual Education Programs, 1975-76, published by the Dissemination and Assessment Center for Bilingual Education. For information on possible program additions or changes for the current year, contact the center at 6504 Tracor Lane, Austin, Texas 78721.)

### ARIZONA

#### *Building capacity institutional assistance grants:*

Northern Arizona University  
Flagstaff, Arizona 86001  
Attn: Elinor C. Kyte  
College of Education  
(602) 523-9011

Teachers and aides  
Spanish

Pima Community College,  
Tucson, Arizona 85709  
Attn: Department of Bilingual  
Education  
(602) 884-6666

Aides  
Spanish

University of Arizona,  
Tucson, Arizona 85721  
Attn: Dr. Macario Saldate  
College of Education  
(602) 884-1461

Aides  
Spanish

#### *Graduate fellowship program:*

Arizona State University  
Tempe, Arizona 85281  
Attn: College of Education  
(602) 965-3306

Ph. D. degree program  
14 fellowships  
Spanish

### CALIFORNIA

#### *Building capacity institutional assistance grants:*

California State University  
Fullerton, California 92634  
Attn: Arturo Franco  
Title VII Bilingual/Bicultural  
Education Program  
(714) 870-3994

Teachers and aides  
Spanish



California State University  
Hayward, California 94542  
Attn: Dr. Delmo Della-Dora  
College of Education  
(415) 881-3072

Aides

California State University  
5151 State University Drive  
Los Angeles, California 90032  
Attn: Charles F. Leyba  
Bilingual Teacher Training  
Center  
(213) 224-3676

Teachers: 17 undergraduate  
26 graduate  
Spanish and Cantonese

College of Notre Dame  
Belmont, California 94002  
Attn: Department of Bilingual  
Education  
(415) 593-1601

Teachers and aides  
Spanish

East Los Angeles College  
Los Angeles, California 90022  
Attn: Armando M. Rodriguez  
Department of Bilingual  
Education  
(213) 263-7261

Teachers and aides  
Spanish

LaVerne College  
LaVerne, California 91750  
Attn: Department of Bilingual  
Education  
(714) 593-3511

Aides  
Spanish

San Diego City College  
San Diego, California 92101  
Attn: Dr. Jose Saldivar  
Department of Bilingual  
Education  
(714) 238-1181

Teachers and aides  
Spanish

San Diego State University  
5544 1/2 Hardy Avenue  
San Diego, California 92182  
Attn: Dr. M. Reyes Mazon  
Institute for Cultural  
Pluralism  
(714) 286-5193

Teachers and aides  
Spanish

University of San Francisco  
San Francisco, California 94117  
Attn: College of Education  
(415) 666-6526

Teachers and aides  
Spanish

University of the Pacific  
Stockton, California 95204  
Attn: Dr. Augustine Garcia  
College of Education  
(209) 946-2011

Teachers and aides  
Spanish

*Training assistance grant:*

San Bernardino County Schools  
602 S. Tippecanoe Avenue  
San Bernardino, California 92415  
Attn: Henry Dalton  
SABER: San Bernardino Area  
Bilingual Education  
Resources  
(714) 383-1482

Paraprofessional training at  
La Verne College, Chaffey College,  
and San Bernardino Valley  
Community College  
Spanish

*Graduate fellowship programs:*

California State University  
Bakersfield, California 93309  
Attn: Dr. James D. Whitley  
College of Education  
(805) 833-2011

M.A. degree program  
3 fellowships  
Spanish

California State University  
5151 State University Drive  
Los Angeles, California 90032  
Attn: Dr. Charles F. Leyba  
College of Education  
(213) 224-3676

M.A. degree program  
21 fellowships  
Spanish

California State University  
6000 J Street  
Sacramento, California 95819  
Attn: Dr. Roberto Segura  
School of Education  
Bilingual Cross-Disciplinary  
Graduate Fellowship Program  
(916) 454-6840 or 451-4409

M.A. degree program  
50 fellowships  
Spanish and Cantonese

San Diego State University  
5544 1/2 Hardy Avenue  
San Diego, California 92182  
Attn: Dr. M. Reyes Mazon  
Institute for Cultural  
Pluralism  
(714) 286-5193

M.A. degree program  
40 fellowships  
Spanish

University of the Pacific  
Stockton, California 95204  
Attn: Dr. Augustine Garcia  
College of Education  
(209) 946-2011

Ed. D. degree program  
20 fellowships  
Spanish

## FLORIDA

### *Training assistance grant:*

Dade County Public Schools  
1444 Biscayne Boulevard, Suite 305  
Miami, Florida 33132  
Attn: Norma C. De la Torre  
Career Development for  
Bilingual/Bicultural Education  
(305) 350-3178 or 3179

85 teacher aides  
55 teacher assistants  
Spanish, French, Vietnamese,  
and Miccosukee

### *Graduate fellowship programs:*

Biscayne College  
16400 N.W. Thirty-second Avenue  
Miami, Florida 33160  
Attn: Octavio Pino  
Department of Bilingual  
Education  
(305) 625-1561, Ext. 128 or 129

M.A. degree program  
18 fellowships  
Spanish

Florida State University  
Tallahassee, Florida 32306  
Attn: College of Education  
(904) 644-5553

Ph. D. degree program  
5 fellowships  
Greek

## ILLINOIS

### *Building capacity institutional assistance grant:*

Chicago Consortium of Colleges  
and Universities  
25 E. Jackson Boulevard  
Chicago, Illinois 60604  
Attn: Sylvia Rodriguez  
(312) 922-3944

50 teachers and aides  
Credit received from:  
Chicago State, DePaul University,  
Governors State University,  
Loyola University, Mundelein  
College, Northeastern Illinois  
State College and University  
of Illinois at Chicago Circle  
Spanish

### *Graduate fellowship programs:*

Chicago State University  
6800 S. Stewart Avenue  
Chicago, Illinois 60621  
Attn: College of Education  
(312) 224-3900

M.A. degree program  
15 fellowships  
Spanish

University of Illinois  
Education Building  
Urbana, Illinois 61801  
Attn: Department of Bilingual  
Education  
(217) 333-1000

Ph. D. degree program  
10 fellowships  
Spanish

## KANSAS

### *Graduate fellowship programs:*

University of Kansas  
Lawrence, Kansas 66044  
Attn: College of Education  
(913) 864-2700

M.A. degree program  
5 fellowships  
Spanish

Wichita State University  
Wichita, Kansas 67208  
Attn: Kenneth Nickel  
College of Education  
Graduate Fellowship Program  
in Bilingual Education  
(316) 689-3308

M.A. degree program  
10 fellowships  
Spanish

## LOUISIANA

### *Building capacity institutional assistance grant:*

Southeastern Louisiana University  
Hammond, Louisiana 70401  
Attn: College of Education  
(504) 549-2000

Teachers  
Italian

## MASSACHUSETTS

### *Building capacity institutional assistance grant:*

Boston University  
765 Commonwealth Avenue  
Boston, Massachusetts 02215  
Attn: Dr. Maria Estela Brisk  
School of Education  
Bilingual Education Teacher  
Training Program  
(617) 353-3260

70 teachers (B.S. and Ed. M.  
programs)  
Spanish, Portuguese, and  
Greek

*Graduate fellowship programs:*

Boston University  
765 Commonwealth Avenue  
Boston, Massachusetts 02215  
Attn: Dr. Maria Estela Brisk  
School of Education  
Bilingual Education Fellowship  
Program  
(617) 353-3260

Ph.D. degree program  
6 fellowships  
Spanish

University of Massachusetts  
Amherst, Massachusetts 01002  
Attn: Dr. Silvia Viera  
College of Education  
(413) 545-0111

Ph.D. degree program  
10 fellowships  
Spanish

**MICHIGAN***Training assistance grant:*

School District of the City of  
Pontiac  
350 Wide Track Drive  
Pontiac, Michigan 48058  
Attn: Porfirio Salas  
Bilingual/Bicultural Teacher  
In-service Program  
(313) 857-8443

15 teachers  
Spanish

*Building capacity institutional assistance grant:*

Eastern Michigan University  
Ypsilanti, Michigan 48197  
Attn: College of Education  
(313) 487-1849

Teachers  
Spanish

*Graduate fellowship program:*

Michigan State University  
East Lansing, Michigan 48823  
Attn: College of Education  
(517) 355-1855

M.A. degree program  
5 fellowships  
Spanish

**MISSISSIPPI***Building capacity institutional assistance grant:*

Mississippi State University  
State College, Mississippi  
Attn: College of Education  
(601) 325-2131

Teachers  
Choctaw.

**NEW JERSEY***Building capacity institutional assistance grants:*

Georgian Court College  
 521 Princeton Avenue  
 Lakewood, New Jersey 08701  
 Attn: Rose Ortiz de Lopez  
 Department of Bilingual  
 Education  
 (201) 363-5848

Teachers - undergraduate  
 and graduate  
 Spanish

Kean College  
 Union, New Jersey 07083  
 Attn: Department of Bilingual  
 Education  
 (201) 527-2000

Teachers - undergraduate  
 and graduate  
 Spanish

Rutgers University  
 Graduate School of Education  
 10 Seminary Place  
 New Brunswick, New Jersey 08903  
 Attn: Dr. E. C. Condon  
 Intercultural Relations and Ethnic  
 Studies Institute  
 (201) 932-7588 or 247-3485

Teachers - graduate level  
 Spanish

*Graduate fellowship program:*

Seton Hall University (in collaboration with  
 New York University, NYC)  
 South Orange, New Jersey 07079  
 Attn: Dr. John Tsu, Director  
 Dr. John Young, Co-Director  
 Chinese/Japanese/English Bilingual  
 Institute  
 (201) 762-9000, Ext. 505

**NEW MEXICO***Training assistance grants:*

University of Albuquerque  
 Albuquerque, New Mexico 87120  
 Attn: Miguel Encinias  
 Central New Mexico Bilingual  
 Program Consortium  
 (505) 831-1111

15 teacher trainees  
 Keres

*Building capacity institutional assistance grants:*

New Mexico Highlands University  
Las Vegas, New Mexico 87701  
Attn: Elías R. Bernal  
Title VII Bilingual Education  
Program  
(505) 425-7511, Ext. 281, 282, 283

Teachers  
Spanish and Indian  
languages (various)

University of Albuquerque  
Albuquerque, New Mexico 87120  
Attn: Miquel Encinias  
College of Education  
(505) 831-1111

15 teachers  
Spanish

*Graduate fellowship programs:*

New Mexico Highlands University  
Las Vegas, New Mexico 87701  
Attn: Elías R. Bernal  
College of Education  
(505) 425-7511, Ext. 281, 282, 283

M.A. degree program  
15 fellowships  
Spanish

New Mexico State University  
Las Cruces, New Mexico 88001  
Attn: Dr. Atilano A. Valencia  
College of Education,  
Box 3AC  
(505) 646-1407

Ph.D. degree program  
10 fellowships  
Spanish

University of New Mexico  
Albuquerque, New Mexico 87106  
Attn: Willie Sanchez  
College of Education  
(505) 277-2231

M.A. degree program  
5 fellowships  
Native American languages  
Ph.D. degree program  
25 fellowships  
Spanish

**NEW YORK***Building capacity institutional assistance grants:*

Fordham University at Lincoln Center  
113 W. Sixtieth Street  
New York, New York 10023  
Attn: Dr. Richard E. Baecher  
Division of Curriculum and  
Teaching  
School of Education  
(212) 956-6628

50 paraprofessionals  
(undergraduate)  
150 teachers from 5 local  
school districts (M.S. degree  
program)  
Spanish and Italian



Hofstra University (in cooperation  
with BOCES)

Calkins Hall, Room 317  
1000 Fulton Street

Hempstead, New York 11550

Attn: Dr. Isabel Cid Sirgado  
School of Education

(516) 560-3868

65 teachers - undergraduate  
and graduate  
Spanish

Long Island University

Zeckendorf Campus-Brooklyn Center

Brooklyn, New York 11201

Attn: Dr. Gladys Wolff

Department of Languages and  
Literature

(212) 834-6192

Teachers - undergraduate  
Chinese, French, Italian  
and Spanish

State University of New York at Albany  
(in cooperation with Beacon School  
District)

1400 Washington Avenue

Albany, New York 12222

Attn: Dr. Carmeh A. Perez or

Gilbert Sanchez

Bilingual/Bicultural Teacher

Preparation Program

(518) 457-7539

Teachers - graduate program  
Spanish

*Graduate fellowship programs*

Fordham University at Lincoln Center

113 W. Sixtieth Street

New York, New York 10023

Attn: Dr. Richard E. Baecher

Division of Curriculum

and Teaching

School of Education

(212) 956-6628

M.S. degree program, Professional  
Diploma program, and doctoral  
studies

15 fellowships

Spanish and Italian

Hofstra University

Calkins Hall, Room 317

1000 Fulton Street

Hempstead, New York 11550

Attn: Dr. Isabel Cid Sirgado

School of Education

(516) 560-3868

M.A. degree program

20 fellowships

Spanish

New York University (in cooperation with  
Seton Hall University, New Jersey)  
Room 735, East Building  
Washington Square  
New York, New York 10003  
Attn: Dr. Pedro Algarin  
Division of Foreign Languages  
and Bilingual Education  
School of Education  
(212) 598-2776

Ph.D. degree program  
30 fellowships  
Spanish and French

State University of New York at Albany  
1400 Washington Avenue  
Albany, New York 12222  
Attn: Dr. Carmen A. Perez  
School of Education  
(518) 457-7539

Ph.D. degree program  
15 fellowships  
Spanish

## PENNSYLVANIA

### *Graduate fellowship program:*

The Pennsylvania State University  
Computer-Assisted Instruction  
Laboratory  
201 Chambers Building  
University Park, Pennsylvania 16802  
Attn: Dr. Lester S. Golub  
Bilingual/Bicultural Teacher  
Training Program  
(814) 865-0471

Ph.D. degree program  
10 fellowships  
Spanish

## RHODE ISLAND

### *Building capacity institutional assistance grants:*

Brown University  
Box E  
Providence, Rhode Island 02912  
Attn: Nelson H. Vieira  
(401) 863-1000

Undergraduate and graduate  
programs  
Portuguese

Rhode Island College  
Providence, Rhode Island 02908  
Attn: Department of Bilingual  
Education  
(401) 831-6600

Undergraduate and graduate  
programs  
Portuguese and Spanish

## TEXAS

*Building capacity institutional assistance grants:*

Pan American University  
1201 West University Drive  
Edinburg, Texas 78539  
Attn: Dr. George A. Gonzalez  
Bilingual/Bicultural Education  
Program  
(512) 381-2671 or 2672

65 students - undergraduate  
and graduate  
Spanish

St Edward's University  
Center for Teaching and Learning  
Austin, Texas 78704  
Attn: Sister Marie Andre Walsh  
(512) 444-2621

Teachers and aides  
Spanish

Southwest Texas State University  
San Marcos, Texas 78666  
Attn: Carlos Rodriguez  
Education Department  
(512) 245-2369

Undergraduate program  
Spanish

Texas A&I University in Kingsville  
Campus Box 143  
Kingsville, Texas 78363  
Attn: Maria Barrera  
(512) 595-3106

Bilingual assistant  
training program -  
undergraduate and  
graduate  
Spanish

University of Texas at Austin  
Office of Bilingual Education  
Education Building 562  
Austin, Texas 78712  
Attn: Dr. George M. Blanco  
(512) 471-3919

Undergraduate and graduate  
Spanish

University of Texas at El Paso  
College of Education  
El Paso, Texas 79968  
Attn: Dr. Marie E. Barker  
BETO: Bilingual Education  
Training Opportunities  
(915) 747-5597

110 students of elementary  
and secondary education  
Spanish

*Graduate fellowship programs:*

Pan American University  
1201 West University Drive  
Edinburg, Texas 78539  
Attn: Dr. George A. Gonzalez  
Education Department  
(512) 381-2671 or 2672

M.A. degree program  
15 fellowships  
Spanish

51

Texas A&I University in Kingsville  
College of Education  
Kingsville, Texas 78363  
Attn: Dr. Mario Benitez  
Fellowship Program in  
Bilingual Education  
(512) 595-3106

Ph. D. degree program  
30 fellowships  
Spanish

University of Houston  
College of Education, CNI-SH 442  
Curriculum and Instruction  
Houston, Texas 77004  
Attn: Dr. Max Castillo  
Doctoral Bilingual Fellowship  
Program  
(713) 749-3611

Ph.D. degree program  
15 fellowships  
Spanish

University of Texas at Austin  
Office of Bilingual Education  
Education Building 502  
Austin, Texas 78712  
Attn: Dr. George M. Blanco  
Bilingual Education Fellowship  
Program  
(512) 471-3919

M.A. degree program  
10 Fellowships  
Ph.D. degree program  
10 fellowships  
Spanish

University of Texas at El Paso  
College of Education  
El Paso, Texas 79968  
Attn: Dr. Marie E. Barker  
Bilingual Education Fellowship  
Program  
(915) 747-5597

M.A. degree program  
5 fellowships

#### WASHINGTON

*Graduate fellowship program:*  
University of Washington  
Seattle, Washington 98105  
Attn: College of Education  
Bilingual Education Fellowship  
Program  
(206) 543-2100

M.A. degree program  
8 fellowships  
Ph.D. degree program  
4 fellowships  
Spanish

#### WISCONSIN

*Building capacity institutional assistance grant:*

The University of Wisconsin - Milwaukee  
School of Education  
Curriculum and Instruction  
Milwaukee, Wisconsin 53201  
Attn: Dr. Diana E. Bartley  
Bilingual/Bicultural Education  
(414) 963-5385

Teachers - undergraduate  
and graduate  
Spanish

## CIVIL RIGHTS ACTIVITIES GENERAL ASSISTANCE CENTERS

*Type A General Assistance Centers provide help to local education agencies with desegregation issues and problems.*

*Type B (Lau) General Assistance Centers address themselves to the problems of non-English dominant students and assist school districts in complying with bilingual education regulations as enforced by the Office for Civil Rights.*

### GENERAL ASSISTANCE CENTERS - TYPE A

#### ALABAMA

Dr. Paul Fanning, Director  
The University of Alabama  
P.O. Box 6509  
University, Alabama 35486  
(205) 384-5152

#### ALASKA

Mr. Robert Arnold, Director  
Alaska Native Foundation  
515 D Street  
Anchorage, Alaska 99501  
(907) 274-5638

#### ARKANSAS

Dr. A. B. Wetherington  
Ouachita Baptist University  
Arkansas Technical Assistance Center  
Arkadelphia, Arkansas 71923  
(501) 246-4531, Ext. 294

#### CALIFORNIA

Dr. Leonard Beckum  
Far West Laboratory for Educational  
Research & Development  
1855 Folsom Street  
San Francisco, California 94103  
(415) 565-3079

#### CONNECTICUT

Mr. James Barnes  
University of Hartford  
New England Equal Education Center  
69 Lafayette Street  
Hartford, Connecticut 06103  
(203) 522-7166

#### FLORIDA

Dr. Gordon Foster, Director  
University of Miami  
School of Education  
P. O. Box 8065  
Coral Gables, Florida 33124  
(305) 284-3213

#### GEORGIA

Dr. Morill M. Hall, Director  
University of Georgia  
Center for Educational Improvement  
G-12 Aderhold Hall  
Athens, Georgia 30602  
(404) 542-1821

#### HAWAII

Dr. Melvin E.  
University of Hawaii  
College of Education  
Department of Educational Foundations  
2444 Dole Street  
Honolulu, Hawaii 96822  
(808) 948-7859/8658

#### ILLINOIS

Mr. David G. Henry, Project Director  
National College of Education  
Center for Multi-Cultural Education  
2840 Sheridan Road  
Evanston, Illinois 60201

**INDIANA**

Mr. Sam Mercantini, Director  
Indiana University Foundation  
IUPUI  
902 N. Meridian Street  
Indianapolis, Indiana 46204  
(317) 264-4628

**LOUISIANA**

Dr. Eldridge Gendron  
Educational Resource Center  
Alcee Fortier Hall, Room 312  
Tulane University  
New Orleans, Louisiana 70118  
(504) 866-5427

**MICHIGAN**

Dr. Charles D. Moody, Sr., Director  
Program for Educational Opportunity  
University of Michigan  
1046 School of Education  
Ann Arbor, Michigan 48105  
(313) 764-1471

**MINNESOTA**

Dr. George D. King, Project Director  
Minnesota Contractors Resource Center  
2829 University Avenue, S.E., Room 602  
Minneapolis, Minnesota 55414  
(612) 376-4848 or 376-3909

**MISSISSIPPI**

Dr. Norvel Burkett, Director  
Mississippi State University  
Division of Continuing Education  
Drawer NX  
Mississippi State, Mississippi 39762  
(601) 325-4030

**MISSOURI**

Dr. Charles Rankin  
General Assistance Center  
University of Missouri  
408 Hitt Street  
Columbia, Missouri 65201  
(314) 882-6294

**NEW MEXICO**

Dr. Ernest Gurule  
Regents of The University of  
New Mexico  
The University of New Mexico  
Albuquerque, New Mexico 87131  
(505) 277-5706

**NEW YORK**

Mr. Warren Halliburton  
Teachers College, Columbia University  
Institute for Urban Minority  
Education  
525 West 120th Street  
New York, New York 10027  
(212) 678-3350

**NORTH CAROLINA**

Dr. Clinton R. Downing, Director  
East Carolina University  
General Assistance Center  
P. O. Box 2706  
Greenville, North Carolina 27834  
(919) 758-6704

**OHIO**

Dr. James E. Ervin, Project Director  
KEDS - General Assistance Center  
Kent State University  
301 Wright Hall  
Kent, Ohio 44242  
(216) 672-2828 or 672-2121

**OKLAHOMA**

Dr. Joe Garrison, Director  
Consultative Center for EEO  
University of Oklahoma  
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## A SELECTIVE EDUCATIONAL BIBLIOGRAPHY OF INFORMATION AND RESOURCES USEFUL IN MEXICAN-AMERICAN EDUCATION

(Prepared by Joe R. Gonzales, Southwest Bilingual Education Training Resource Center, College of Education, University of New Mexico, Albuquerque 87131.)

### Introduction

This is a representative Mexican American bilingual education bibliography rather than an exhaustive one. Certain items are included solely for their educational and cultural historical value, and some promising items were not included because they were not readily available. It is important to note that the inclusion of an item in the list is not necessarily a recommendation of an item, or of the thesis it advances. An attempt has been made simply to report, with brief comment at best, what has been written in this field and which, to the best of the compiler's knowledge, is readily available.

### Purpose

The purpose of this bibliography is to bring up to date the list of current resources on bilingual/bicultural education which can be used for professional reference.

Academia de la Nueva Raza. *El Cuaderno*. Edited by Estevan Arellano, Dixon, NM, 1972. The Chicano culture in northern New Mexico.

Acuna, Rodolfo. *Occupied America—The Chicano's Struggle Toward Liberation*. Harper & Row Publishers, New York, NY, 1972. The text will find many applications in Chicano study courses, especially those emphasizing Chicano history or Southwest history.

Alegria, Juana Armianda. *Psicologia de las Mexicanas*. Editorial Samo, Coyoacan, Mexico, 1975. A well-researched psychological and sociological study of *la mujer mexicana*, in Spanish.

Alexander, David, and Alfonso Nava. *The How, Where, When and Why of Bilingual Education: A Concise and Objective Guide for School District Planning*. R. & E Research Associates, San Francisco, CA. A storehouse of information for school district personnel which will answer all questions necessary for bilingual programs.

Anaya, Rudolfo A. *Bless Me Ultima*. Tonatiuh International, Berkeley, CA, 1972. The best-seller Chicano novel pertaining to the ancient Spanish culture in northern New Mexico.

— *Heart of Aztlan*. Justa Publications, Berkeley, CA, 1976. Deals with the problems of a family adapting to a new environment and its struggle to maintain its distinct identity.

Armas, Jose. *La Familia de la Raza*. Jose Armas, 1972, Home Education Livelihood Program, Albuquerque, NM. Gives a background on the Chicano movement and how *la Familia Chicana* contains the basic elements of direction and foundation for a truly human way of life which will allow people to do more than merely survive.

Azuela, Mariano. *The Underdogs*. New American Library, New York, NY, 1962. (Spanish and English) The greatest novel of the Mexican Revolution that shows the atrocities and the pessimism of one faction of the Mexican Revolution.

Banks, James A., and William W. Joyce. *Teaching Social Studies to Culturally Different Children*. Addison-Wesley Publishing Co., Reading, MA, 1974. How to teach social studies to Black children.

Batchen, Lou Sage. *Las Placitas*. Tumbleweed Press, Placitas, NM, 1972. This manuscript narrates the historical facts and legends of a village built upon the ruins of a long-forgotten Indian pueblo; present reminders of such vanished people are significant.

Beard, Ruth M. *An Outline of Piaget's Developmental Psychology*. Basic Books, New York, NY, 1969. The learning process of the child from the beginning to maturity and intelligence. A guide to understanding the most influential child psychologist in the world today.

Board of Cooperative Educational Services of Nassau County. *While You're At It*. Reston Publishing Co., Reston, VA, 1976. Two hundred ways to help children learn for preschool and kindergarten.

Burma, John H. *Mexican Americans in the United States*. Schoenkmán Publishing Co., Cambridge, MA, 1970. A large researched study of Mexican Americans in different areas. The author's aim is to present a multiplicity of aspects and a multiplicity of points of view, to the judgment of the reader to recognize and evaluate each differing approach.

Cabrera, Ysidro Arturo. *A Study of American and Mexican American Culture Values and Their Significance in Education*. R & E Research Associates, San Francisco, CA. A very comprehensive and thorough study of education as it applies to the values of Mexican Americans.

Candelaria, Nick. *The Vanishing Culture—La Cultura Disvaneciente*. Bishop Printing & Litho Co., Portales, NM, 1973. A brief history of the Spanish culture in New Mexico. Mentions different aspects such as the language, the dances, medicinal herbs.

Cartel. *Cartel: Annotations and Analysis of Bilingual Multicultural Materials*. Vol. IV, No. 1, Fall 1976, and Vol. IV, No. 2, Winter 1976-77. Dissemination and Assessment Center for Bilingual Education, Austin, TX. Cartel is an informative listing for educators, librarians, and others interested in materials for bilingual/multicultural education.

Cartels. *Annotated Bibliography of Bilingual Bicultural Materials*. Vol. III, No. 4, June 1976. Dissemination and Assessment Center for Bilingual Education, Auslin, TX. The annotated listings provide project personnel with information about relevant bilingual/bicultural materials for their programs. The descriptions attempt to inform rather than to recommend or disparage.

Carter, Thomas P. *Mexican Americans in School: A History of Educational Neglect*. College Entrance Examination Board, New York, NY, 1970. A large researched study on the problems and solutions of the Mexican Americans, with an overview of the culture.

Casso, Henry J., and Gilbert D. Roman. *Chicanos in Higher Education*. University of New Mexico Press, Albuquerque, NM, 1976. The proceedings of the institute published here propose higher education reforms such as open universities, flexible admission standards, Chicano colleges, and increased financial aid. Also discussed is the employment of Chicanos as faculty members and administrators in institutions of higher learning, and ways to improve Chicano participation in these areas.

Cazden, Courtney B.; Vera P. John; and Dell Hymes. *Functions of Language in the Classroom*. Teachers College Press, Columbia University, New York, 1972. Much of the difficulty in American classrooms today arises out of conflict and confusion on the part of the teachers and students about the norms for interpreting communication.

Center for Applied Linguistics. *Reference List of Materials for English as a Second Language*. Center for Applied Linguistics, Arlington, VA. This list is a comprehensive annotated bibliography of materials produced between the years 1953-1963.

Chapman, Al. *A Coloring Book of New Mexico Santos*. Sunstone Press, Santa Fe, NM, 1973. The following list acknowledges the major collections from which the materials in this book have been drawn: Museum of New Mexico, Taylor Museum in Colorado Springs, and the Harwood Foundation in Taos.

Chavez, Tibo J. *New Mexican Folklore of the Rio Abajo*. Bishop Printing Co., Portales, NM, 1972. A collection of works designed to portray the early Spanish and Indians of the Rio Abajo.

Cheyney, Arnold B. *Teaching Children of Different Cultures in the Classroom*. Bell & Howell Co., Columbus, OH. This second edition is not only more inclusive of minority groups but also moves into the preschool instructional area. Some of the most exciting instruction to be experienced is in nursery and kindergarten classes.

Cobos, Ruben. *Refranes Espanoles del Sudoeste (Spanish Proverbs of the Southwest)*. San Marcos Press, Cerrillos, NM, 1973. Exhaustive collection representing a total of 1,697 dichos, including variant forms.

Coles, Robert. *The Old Ones of New Mexico*. Anchor Press/Doubleday, Garden City, NY, 1975. An eloquent and perceptive book about an extraordinary group of *viejitos* (older ones) in northern New Mexico, their history, customs, and habits.

Cordasco, Francesco. *Bilingual Schooling in the United States (A Source Book for Educational Personnel)*. Webster Division, McGraw Hill Book Co., New York, 1976. Includes articles on historical background, typology, and definitions; selections on linguistic perspectives; a complete section on how to set up bilingual programs and the staff development to support them; and overview of all the legislation affecting the field; descriptions of model programs around the country; a complete bibliography and reference section. An overview of court decisions and legislation affecting bilingual education, and program and project descriptions.

Cordova, Gilberto Benito. *Abiquiú and Don Cacahuat: A Folk History of a New Mexican Village*. San Marcos Press, Los Cerrillos, NM, 1973. The author knows intimately the village and the people about which he writes with obvious affection.

Cortes, Carlos. *Hispano Culture of New Mexico*. Arno Press, New York Times Co. One of the richest aspects of the Chicano cultural mosaic is that of the Hispanos of New Mexico. With roots and traditions stretching back over centuries, the Hispano culture has developed into a special and distinctive part of the Mexican American and United States heritage.

\_\_\_\_\_. *The Mexican American*. Arno Press, New York Times Co. The recent emergence of Chicano Studies has produced a multitude of bibliographies on the Mexican American. However, long before the advent of the Chicano Studies era, a handful of pioneering scholars had already broken ground in the painstaking task of developing guides.

Culp, Alice B. *A Case Study of 35 Mexican American Families with Special Reference to Mexican Children*. R & E Research Associates, San Francisco, CA. An unusual approach concentrating on the children. An early study with validity.

Cumberland, Charles C. *Mexican Revolution—The Constitutionalist Years*. University of Texas Press, Austin, TX, 1952. An excellent study of the political and military phases of the Madero revolt versus the Dictator Porfirio Diaz; a study essential to understanding the modern Mexico.

Davis, Larry Nolan, and Earl McCallon. *Planning, Conducting, and Evaluating Workshops*. Learning Concepts, Austin, TX, 1974. The book's theory, methods, and procedures provide a systematic guide to successful small or large group learning activities, workshops, conferences, staff development programs, in-service training sessions, and high school and college classes.

Dinkmeyer, Don, and Jon Carlson. *Consulting—Facilitating Human Potential and Change Processes*. Charles E. Merrill Publishing Co., Columbus, OH, 1973. This text is intended for basic courses in pupil personnel work offered to administrators, school counselors, psychologists, and social workers. It is also designed as a basic text in consultation.

Dreiburs, Rudolf. *Psychology in the Classroom*. Harper & Row, New York, NY. A practical manual providing the prospective and in-service teacher with the background information and methods necessary to deal effectively with behavior problems and learning deficiencies of students.

Drum, Stella. *Down the Santa Fe Trail into Mexico*. William Gannon, Santa Fe, NM, 1975. The diary of Susan Shelby Magoffin, 1846-1847.

Dunn, Lynn P. *Chicanos: A Study Guide and Source book*. R & E Research Associates, San Francisco, CA, 1975. An excellent basic text for Chicano studies; Chicano identity, conflict, integration, and nationalism.

Durkin, Dolores. *Phonics, Linguistics and Reading*. Teachers College Press, Columbia University, New York, NY. This volume is designed to offer practical help for more effective teaching of phonics, in light of the tremendous influence linguistics has had on reading over the past decade.

Ellis, Richard N. *New Mexico Past and Present*. University of New Mexico Press, Albuquerque, NM, 1971. This book spans all of New Mexico history, with emphasis on those controversies still unsettled. Each section is by a leading historian.

Engle, Patricia Lee. *The Use of Vernacular Languages in Education*. Center for Applied Linguistics, Arlington, VA, 1975. This survey treats the literature relating to the possible advantages of teaching initial reading and subject matter in a child's native language before introducing him/her to instruction in a second language.

Epps, Edgar G. *Cultural Pluralism*. McCutchan Publishing Co., Berkeley, CA. The proper role of the schools in socialization is a matter of great concern to social scientists, educators, and policy makers. This book sets forth in bold terms why the "melting pot" characterization of American society must give way to the realities of a pluralistic society.

Espinosa, Gilberto, and Tibo J. Chavez. *El Rio Abajo*. Bishop Publishing Co., Portales, NM. This book deals primarily with the story of Belen, New Mexico, but identifies at every turn of the road with the entire region of the Rio Abajo, from Isleta pueblo on the north to Sabinal on the south.

Farge, Emile J. *La Vida Chicana: Health Care Attitudes and Behaviors of Houston Chicanos*. R & E Research Associates, San Francisco, CA, 1975. An increasing number of social scientists have become actively engaged in teaching and research roles in medical schools, nursing schools, schools of public health, health care and hospital administration, and health research and action organizations.



Fishman, Joshua A. *Bilingual Education—An International Sociological Perspective*. Newbury House, Rowley, MA, 1976. The author views bilingual education as an enrichment for all rather than merely as compensation for down-and-out minorities. Recommended for teachers, teacher-trainees, and educational administrators.

Freire, Paulo. *Pedagogy of the Oppressed*. Seabury Press, New York, 1970. Evolves on a theory of education based on the conviction that any human being, educated or noneducated, is capable of serving his personal and social reality.

Fuchs, Estelle, and Robert J. Havighurst. *To Live on this Earth: American Indian Education*. Anchor Press/Doubleday, Garden City, NY, 1973. Examined here is every facet of Native American education.

Futness, Pauline. *Role-Play in the Elementary School*. Hart Publishing Co., New York, NY, 1976. Presents the rationale behind role-play in the elementary school. Its focus is practical; it explains exactly and clearly how to make this valuable technique an integral part of the curriculum.

Fürth, Hans G. *Piaget for Teachers*. Prentice-Hall, Englewood Cliffs, NJ, 1970. The best available presentation of key aspects of Piaget's philosophy, theory, and findings that have immediate relevance and critical implications for the educational process.

Galicia, Homero H. *Chicano Alternative Education*. U.S. Office of Education, Washington, DC, 1974. The Chicano alternative schools described in this volume reflect a vast diversity in structure, focus, and goals.

Gamio, Manuel. *Mexican Immigration to the United States*. Dover Publications, New York, NY, 1971. A study of human migration and adjustment.

Garcia, Chris F. *La Causa Política—A Chicano Politics Reader*. University of Notre Dame, Notre Dame, IN, 1974. This collection is intended to bring together many of the best writings on the subject of Chicano politics and make them available for use in the classroom, as well as for the perusal of any interested person. The collection does not intend to point a direction that Chicano politics should take but to present some variety of viewpoints on the state of things, the reasons behind them, and the present currents of *La Causa Política*.

Garcia, Ricardo. *Learning in Two Languages*. Phi Delta Kappa Educational Foundation, Bloomington, IN.

Galarza, Ernesto; Herman Gallegos; and Julian Samora. *Mexican-Americans in the Southwest*. McNally & Loftin, Santa Barbara, CA, 1969, 1970. The effects of farm mechanization, urban redevelopment, population squeeze, and other root causes of upheaval on Mexican American communities in California, Texas, Arizona, New Mexico, and Colorado.

Gollnick, Donna M.; Frank H. Klassen; and Joost Yff. *Multicultural Education and Ethnic Studies in the United States*. American Association of Colleges



for Teacher Education, Washington, DC, 1976. An analysis and annotated bibliography of selected documents in ERIC (Educational Resources Information Centers).

Gomez, Rudolph. *The Changing Mexican-American*. University of Texas at El Paso, TX, 1972. The articles that bear being selected for this volume represent an overview of Chicanos in the United States.

Gonzales, Dolores. *Canções y Juegos de Nuevo Mexico* (Songs and Games of New Mexico). A.S. Barnes and Co., Cranbury, NJ, 1974. A folklore of the Spanish culture.

Gonzales, Nancie L. *The Spanish-Americans of New Mexico*. University of New Mexico Press, Albuquerque, NM, 1967. The story of the Spanish Americans of New Mexico from 1598 to the present.

Grebler, Leo; Joan W. Moore; and Ralph C. Guzman. *The Mexican American People*. Free Press, New York, NY, 1970. The most comprehensive study to date of the position in urban areas of the nation's second largest minority. The authors view the Mexican American people both as an ethnic minority and as a part of the broader American populace. The analysis ranges over historical, cultural, religious, and political perspectives, the class structure, the family, and the Mexican American individual in a changing social world.

Gross, Lynne. *Animales y Numeros (Animals and Numbers)*. Gross Enterprises, Manhattan Beach, CA, 1971. Designed to teach English to Spanish-speaking children and Spanish to English-speaking children, with an emphasis on developing basic concepts necessary for everyday living.

Grove, Pearce S.; Becky J. Barnett; and Sandra J. Hanes. *New Mexico Newspapers*. University of New Mexico Press (in cooperation with Eastern New Mexico University), Albuquerque, NM, 1975. The most complete inventory ever compiled of newspapers published in the state and territory of New Mexico from 1835 to the present.

Guzman, Martin Luis. *Memories of Pancho Villa*. University of Texas Press, Austin, TX, 1975. Translated by Virginia H. Taylor. An account of Pancho Villa's life up until 1915.

Haddox, John G. *Vasconcelos de Mexico*. University of Texas Press, Austin, TX, 1967. Vasconcelos was driven by the desire to gain a complete and comprehensive vision of reality, employing his own aesthetic emotive method and a poetic mode of expression.

Hardgrave, Robert L., and Santiago Hinojosa. *The Politics of Bilingual Education: A Study of Four Southwest Texas Communities*. Sterling Swift Publishing Co., Manchaca, TX, 1975. A study of four southwest Texas communities: Laredo, Del Rio, Crystal City, and Sonora.

Harris, David. *Testing English as a Second Language*. McGraw-Hill Book Co., New York, 1969. Will enable the teacher to improve his or her own classroom measures and assist in selecting, administering, and interpreting standardized tests.

Hawley, Robert C., and Isabel L. Hawley. *Human Values in the Classroom*. Hart Publishing Co., New York, 1975. This book presents practical ways to create a classroom climate which promotes personal and social growth.

Helm, June. *Spanish-Speaking People in the United States*. University of Washington Press, Seattle and London, 1968. A study from the anthropological point of view of Spanish-speaking groups.

Henderson, Ellen C. *Teaching Reading to Bilingual Children*. Exposition Press, New York, 1972. Furnishes a review of pertinent facts for teachers who hope to guide learners of all ages and abilities to reading success. It includes spelling, writing, talking, and ideas that will be of interest to parents. Its aim is to close the chasm between silent reading and the oral response.

Hernandez, Luis F. *Aztlan—The Southwest and Its People*. Hayden Book Co., Rochelle Park, NJ, 1975. A study of the Mexican Americans from the beginning explorers of Aztlan to the late 60's.

Hernandez-Pradeau, Luis F. *The Mexican American in the Schools: Prototype for In-Service Programs on the Mexican American*. R & E Research Associates, San Francisco, CA. This study will give educators a clear understanding of Mexican American culture and current problems in the community.

Herndon, James. *How To Survive in Your Native Land*. Bantam Books, New York, 1971. The challenge of trying to break through the core of what teaching is all about; this marvelous book has the pace, the power, the inventiveness and fascination of the richest sort of fiction.

Hodges, Richard E., and E. Hugh Rudorf. *Language and Learning To Read: What Teachers Should Know About Language*. University of Nebraska, Lincoln, NB. Teacher competence in the language and language-related disciplines described in this book is not a luxury but a necessity if the problem of illiteracy is ultimately to be solved.

Hoffman, Abraham. *Unwanted Mexican Americans in the Great Depression*. University of Arizona Press, Tucson, AZ, 1974. This presentation concentrates mainly on the recrossing of the United States-Mexican border by Mexican *repatriados* during the years of the Great Depression, 1929-1939. It spotlights the federal and local bureaucratic procedures by which more than four hundred thousand people made the trip in a six-year period.

Horgan, Paul. *Lamy of Santa Fe*. Farrar, Straus, and Giroux, New York, 1975. The author gives us Lamy's definitive biography in a life filled with hardy, often extraordinary adventure. It is a chronicle sustained by Lamy's magnificent strength of character, which grew and deepened during his life.

Howe, Leland W., and Mary Martha Howe. *Personalizing Education*. Hart Publishing Co., New York, 1973. Values clarification has become an immensely popular teaching concept. This book explains just how and why the valuing process can be made to permeate the total education process.

Isaacs, Nathan. *A Brief Introduction to Piaget*. Agathon Press, 1960. This short and distinguished book is a distillation of some of Piaget's ideas so that they can be understood by the layman. The author translates these exciting but difficult theories into clear, readable essays.

Jaramillo, Nash. *Spanish Civilization and Culture of the Southwest*. Nash Jaramillo, 1973. A short history of New Mexico since the beginning of the establishment of the territory of New Mexico.

Kiev, Ari. *Curanderismo: Mexican American Folk Psychiatry*. Free Press, a Division of the Macmillan Co., New York, 1972. Instructive cross-cultural references to the Aztec and Mazan traditions, the differences between Mexican American and Puerto Rican folk psychiatry.

Kozloff, Martin Alan. *Educating Children with Learning/Behavior Problems*. John Wiley & Sons, New York, 1974. Written for teachers, parents, speech and language therapists, clinicians, and school administrators working to educate children with a variety of learning and behavior problems—the autistic child, the mentally retarded child, the child with speech or language problems, the oppositional child.

Krumgold, Joseph. *And Now Miguel*. Thomas Y. Crowell Co., New York, 1953. This is the story of Miguel Chave who held in his heart a secret wish and yearned to go with the men of his family to the Sañge de Cristo Mountains.

Lambert, W., and G.R. Tucker. *Bilingual Education of Children*. Newbury House Publishers, Rowley, MA, 1972. (The Lambert Experiment.) The research described is aimed at developing motive life skills in a second language by having that language used as a main medium of instruction during the elementary school years.

Lampe, Philip E. *Comparative Study of Assimilation of Mexican Americans: Parochial Schools Versus Public Schools*. R & E Research Associates, San Francisco, CA, 1975. The objectives of this study were twofold: to discover to what extent the Mexican American has been assimilated into Anglo societies in San Antonio, Texas; and to ascertain whether this social process is more or less successful or pronounced in the public school system as compared to the parochial school system.

Larralde, Carlos. *Carlos Esparaza: A Chicano Chronicle*. R & E Research Associates, San Francisco, CA. Esparaza was an ardent leader who united Chicanos to fight the Texas Rangers and struggle to protect their land from American squatters.

Levine, Elaine Sue. *Ethnic Esteem Among Anglo, Black and Chicano Children*. R & E Research Associates, San Francisco, CA, 1976. This experimental population included second- and fifth-grade students from a Midwestern elementary school in which Anglos, Blacks, and Chicanos attended in approximately equal proportions.

Litsinger, Dolores Escobar. *The Challenge of Teaching Mexican American Students*. American Book Co., New York, 1973. This book presents the case for educational reform as objectively as possible from within the ethnic group itself.

Lopez, Thomas R., Jr. *Prospects for the Spanish American Culture of New Mexico*. R & E Research Associates, San Francisco, CA, 1974. Spanish Americans have been citizens of the United States since 1848 under the terms of the Treaty of Guadalupe-Hidalgo, yet they remain outside the mainstream of American life.

Madsen, William. *The Mexican Americans of South Texas*. Holt, Rinehart, and Winston, New York, 1964. These case studies in cultural anthropology are designed to bring to students in beginning and intermediate courses in the social sciences insights into the richness and complexity of human life as it is lived in different ways and in different places.

Manuel, Herschel T. *Spanish-Speaking Children of the Southwest*. University of Texas Press, Austin, TX, 1965. Concerned with children's education and their public welfare; their problems and possible solutions.

Marquez, Gabriel Garcia. *Cien Años de Soledad*. Editorial Sud-Americana, Buenos Aires, 1976. Considered by critics as the best novel to come out of Latin America.

Matthiessen, Peter. *Sal Si Puedes*. Dell Publishing Co., New York, 1963. The story of Cesar Chavez and the New American Revolution. La Causa (farmworkers) has become the greatest agricultural labor strike in the history of the United States.

McWilliams, Carey. *North from Mexico*. Greenwood Press, New York, 1968. This is a persistent cry in a wilderness of neglect, mistreatment, and ignorance on the part of those who became dominant after the American occupation of the Southwest.

Meguire, Katherine Hollier. *Educating the Mexican Child in the Elementary School*. R & E Research Associates, San Francisco, CA, 1938. The purpose of this study is to present methods and procedures that may be employed in the elementary schools in coping with the major problems that confront teachers of Mexican children.

Meyen, Edward L.; Glenn A. Vergason; and Richard J. Whelan. *Strategies for Teaching Exceptional Children*. Love Publishing Co., Denver, CO, 1972. Current information on significant activities and issues in special education.

Milor, John H. *Historietas en Espanol*. National Textbook Co., Skokie, IL, 1973. Intended for those who have gone far enough in their study of Spanish to read for enjoyment and for further development of vocabulary.

Montessori, Maria. *The Secret of Childhood*. Fides Publishing Co., 1966. This book describes the child with warmth and with the exactness of a scientist. It also discusses the array of materials and techniques needed to release his/her learning potential.

Montez, Philip. *Some Differences in Factors Related to Educational Achievement of Two Mexican American Groups*. R & E Research Associates, San Francisco, CA, 1960. The objective of this study was to determine the attitudes and thinking of Mexican Americans who attend universities in contrast to those who do not attend.

Moquin, Wayne, and Charles Van Doren. *A Documentary History of the Mexican Americans*. Praeger Publishers, New York, 1971. A comprehensive view of Mexican/American history from 1536 to the present.

National Board on Graduate Education. *Minority Group Participation in Graduate Education*. National Board on Graduate Education. In implementing its mandate from the Conference Board of Associated Research Councils, the National Board on Graduate Education early identified the subject of this report as having high priority in any thorough analysis of graduate education and its relation to American society in the future.

National Institute of Education. *Catalog of Education Products, Volumes 1 and 2*. U.S. Department of Health, Education, and Welfare, Washington, D.C. To inform educational practitioners, developers, policy makers, and publishers about a wide range of school oriented products developed with federal research and development funds.

Nava, Julian. *Mexican Americans: A Brief Look at Their History*. Anti-Defamation League of B'nai B'rith, New York, 1970. Julian Nava, a nationally known leader among Mexican Americans, brings to this book the rich experiences of extensive study, penetrating research, and innovative ideas about bicultural education.

*Mexican Americans—Past, Present, and Future*. American Book Co., New York, 1969. This book relates the history, sociological, political, and economic problems of the Mexican American.

Nogales, Luis G. *The Mexican American*. Stanford University, Palo Alto, CA, 1969. A selected and annotated bibliography.

Ohannessian, Sirapri. *Referente List of Materials for English as a Second Language*. Center for Applied Linguistics, Arlington, VA, 1964. A comprehensive list of annotated bibliographies produced from 1953 to 1963.

Olgetree, Earl J., and David Garcia. *Education of the Spanish-Speaking Urban Child*. Charles C. Thomas, Springfield, IL, 1975. This volume explores the social, cultural, linguistic, educational, and psychological barriers that Chicanos confront in attempting to enter the mainstream of middle-class America.

Oliver, Joseph D. *Los Ojos—A Study of Bilingual Behavior*. R & E Research Associates, San Francisco, CA, 1964. A study of bilingual behavior in the area of Tierra Amarilla, New Mexico.

Oller, John W., and Jack C. Richards. *Focus on the Learner: Pragmatic Perspectives for the Language Teacher*. Newbury House Publishers, Rowley, MA. This book of readings has been prepared primarily for language teachers. It should also be useful for linguists, psycholinguists, and other theoreticians who are inclined toward practical theories of language and learning.

Ortego, Philip D. *We Are Chicanos*. Washington Square Press, New York, 1973. An anthology of Mexican American literature.



- Ortiz, Alfonso. *The Tewa World*. University of Chicago Press, Chicago and London, 1969. A penetrating analysis of the belief systems of the Tewa as they relate to their social institutions. Employing modern structural theory, the author focuses on the ideas, rules, and principles of Tewa culture as reflected by their mythology, world view, and ritual.
- Padilla, Amador M., and Rene A. Ruiz. *Latino Mental Health*. U.S. Department of Health, Education, and Welfare, Washington, DC, 1973. Presents the mental health aspects of Spanish-speaking individuals in the country from a broad interdisciplinary viewpoint.
- Paredes, Americo, and Raymund Paredes. *Mexican American Authors*. Houghton Mifflin Co., Boston, 1972. Contains various selections written by Mexican Americans about personal and sometimes tragic experiences.
- Paulston, Christina Bratt. *Implications of Language Learning Theory for Language Planning: Concerns in Bilingual Education*. Center for Applied Linguistics, Arlington, VA, 1974. A review of literature on a selected language problem and summary comments on bilingual education.
- \_\_\_\_\_. *Teaching English as a Second Language (Techniques and Procedures)*. Winthrop Publishers, Cambridge, MA. This book emphasizes uniquely the techniques of language learning and what the teacher is supposed to say and do in the actual classroom situation.
- Paz, Octavio. *The Labyrinth of Solitude—Life and Thought in Mexico*. Grove Press, 1961. The best and most penetrating study of a mexicano today.
- Pearce, T.M., and Catherine Delgado, Espinosa. *Stories of the Spanish Southwest—Cuentos de los Niños Chicanos*. Aiken Printing Co., Albuquerque, NM, 1973. Contains six stories which open the way to understanding how diverse and yet similar communities are in the region, whether Spanish or Anglo, each adding a cultural dimension to the other.
- Piaget, Jean. *The Language and Thought of the Child*. New American Library, New York. Piaget has established a new direction in the development of language and thought in the children's mental apparatus.
- Piaorski, Frank. *Teaching the Bilingual*. University of Arizona, Tucson, AZ, 1974. This book represents an extremely varied mixture of subject matter and approaches including opinions and convictions with respect to the problems of bilingual and bicultural students.
- Pino, Frank. *Mexican Americans, Volumes I and II*. University of Texas, San Antonio, TX, 1974. A research bibliography for the study of Mexican Americans.
- Poblan, Ralph (Rafa). *Ghosts in the Barrio*. Loswing Press, San Rafael, CA, 1973. A volume which concerns itself with the inner thoughts of Chicano educators who themselves have somehow survived a kindergarten-through-university schooling system and now see others painfully going through the same rejection process.

Quintana, Helena. *A Current Bibliography on Chicanos*. University of New Mexico General Library, Albuquerque, NM, 1974. List of current books on Chicanos which can be used by teachers who are in need of supplemental materials.

Quirarte, Jacinto. *Mexican American Artists*. University of Texas Press, Austin and London, 1973. This volume describes and defines the work of Mexican American artists, a group that has been among the victims of the selection process.

Ramirez, Manuel III, and Alfredo Castaneda. *Cultural Democracy, Bicultural Development, and Education*. Academic Press. Two focal concepts are viewed: bicultural identity and bicultural development. The authors attempt to show how the philosophy of cultural democracy can influence policies and practice in education so that the pluralistic character of an American is sustained.

\_\_\_\_\_. *New Approaches to Bilingual Bicultural Education*. Dissemination and Assessment Center for Bilingual Education, Austin, TX. A compilation of eight teacher training modules providing a new approach to education: cultural democracy. Includes guidelines for adjusting teaching and curriculum to diverse learning styles.

Restá, Raul, and Robert L. Baker. *Components of the Educational Research Proposal*. American Book Co., Van Nostrand Reinhold Co., New York, 1973. The objective of this sequence is to put the reader in position to prepare a defensible research proposal by outlining the requirements and conditions of each of the basic components.

Reyes, Ignacio. *A Survey of the Problems Involved in the Americanization of the Mexican American*. R & E Research Associates, San Francisco, CA, 1957. The successes we have enjoyed in this area of integration are the facets of our history upon which we look with pride and often point out with arrogance.

Robinson, Cecil. *Mexicans and the Hispanic Southwest in American Literature*. Robinson has added an engrossing chapter on Chicano literature to make his outstanding book even more relevant for Chicano studies.

Salaz, Ruben Dario. *Cosmic-La Raza Sketch Book*. Blue Feather Press, Santa Fe, NM, 1975. This study is mostly concerned with mainland history, Chicano leaders, organizations, etc.

Samora, Julian. *Los Mojados: The Wetback Story*. University of Notre Dame Press, Notre Dame and London, 1971. The experience of a researcher in crossing the United States border as a "wetback" highlights the human dimensions involved and verifies the conditions and feelings of thousands in this traffic of humans.

\_\_\_\_\_. *Minority Leadership in a Bi-Racial Cultural Community*. R & E Research Associates, San Francisco, CA, 1953. (Thesis, reprint 1973.) The author has an excellent understanding and grasp of the problems of minority leadership within a community.



Samuda, Ronald J. *Psychological Testing of American Minorities*. Harper & Row, New York, 1975. This book focuses on the intellectual assessment of minorities and major contributions to the field of psychological testing and evaluation. The author presents the social, educational, and economic consequences of using standardized psychological tests with minorities as well as suggestions for more equitable testing.

Saville, Muriel R., and Rudolph C. Troike. *A Handbook of Bilingual Education*. TESOL, Washington, DC, 1971. This handbook reviews some of the considerations which are of importance to teachers and administrators involved in bilingual education programs in the United States.

Seeley, Ned H. *Teaching Culture*. National Textbook Co., Skokie, IL, 1974. Presents numerous practical strategies which plunge student and teacher directly into the evaluation process.

Spolsky, Bernard. *The Language Education of Minority Children*. Newbury House Publishers, Rowley, MA. The aim of this book is to bring together some of the best writings on the language education problems of minority children and to provide insights into areas of concern to teachers, administrators, and students. The articles are divided into three sections: (1) Multilingualism in the U.S., (2) Bilingualism and Bilingual Education, and (3) Language Education in Practice.

## A SELECTIVE EDUCATIONAL BIBLIOGRAPHY OF INFORMATION AND RESOURCES USEFUL IN NATIVE AMERICAN EDUCATION

*(Prepared by Joe R. Gonzales, materials coordinator, Southwest Bilingual Education Training Resource Center, College of Education, University of New Mexico, Albuquerque, 87131; and Debbie Jaramillo, clerk specialist.)*

This is a representative Native American bilingual education bibliography rather than an exhaustive one. Certain items are included solely for their historical value; and some promising items were not included because they were not readily available. It is important to note that the inclusion of an item in the list is not necessarily a recommendation of that item or of the thesis it advances. An attempt has been made simply to report, with brief comment at best, what has been written in this field and which, to the best of the compiler's knowledge, is readily available.

### RESOURCE MATERIALS

#### American Indian Almanac—The Authoritative Reference and Chronicle

*John Upton Terrill*

Thomas Y. Crowell Co.

New York, NY

This book is written for readers who are interested in gaining more knowledge about prehistoric American Indians.

\$4.95

#### American Indian Policy in Crisis

*Francis Paul Prucha*

University of Oklahoma

Norman, OK

A distinguished authority in the field presents in this book an account of United States Indian policy in the years 1865-1900, one of the most critical periods in Indian-White relations.

\$15.00

#### American Indian Policy in the Jacksonian Era

*Ronald N. Satz*

University of Nebraska Press

Lincoln, NB

Although the Jacksonian period has long been recognized as a watershed era in American Indian policy, it has heretofore lacked a systematic investigation of its Indian policy. Shows many of the old stereotypes about Jacksonian Indian policy to be simplistic and furnishes a much needed corrective.

\$4.25

### **American Indians: A Study Guide and Source Book**

*Lynn P. Dunn*

R & E Research Associates

4843 Mission Street

San Francisco, CA 94112

This book is an excellent basic text; also contains many references. Easy to understand and concise information in this sourcebook provides a sound basis on which to build an understanding of the American Indian.

\$6.00

### **And Still the Waters Run**

*Angie Debo*

Princeton University Press

Princeton, NJ

A tragic story of the liquidation of the independent Indian republics of the Choctaws, Chickasaws, Cherokees, Creek, and Seminoles, known as the Five Civilized Tribes. This is a work of art as well as a thoroughly sound, documented important history of a corner of a country in our time.

\$2.95

### **Apache, Navaho and Spaniard**

*Jack D. Forbes*

University of Oklahoma Press

Norman, OK

Fruit of extensive research in Seville, Mexico, California, and New Mexico, this book reveals a healthy commercial relationship between the Apaches and Navajos and the Pueblo Indians before the coming of the Spaniards. The arrival of the latter quickly destroyed this balance.

\$2.95

### **Bilingualism in the Southwest**

*Paul R. Turner*

University of Arizona Press

Tucson, AZ

This article describes two types of bilingual education programs: assimilation and pluralistic. The assimilation type promotes ethnic language shift while the pluralistic type promotes ethnic language maintenance.

\$7.95

### **Book of the Hopi**

*Frank Waters*

Viking Press

625 Madison Avenue

New York, NY 10022

The Hopis regard themselves as the first inhabitants of America. Their village "Oraibi" is the oldest occupied settlement in the United States. The Hopi reservation is nearly 4,000 square miles, itself completely surrounded by 25,000 square miles of wilderness of the Navajo reservation.

\$3.25

**Book of the Navajo**  
*Raymond Friday Locke*  
 Mankind Publishing Co.  
 Los Angeles, CA

This is not just another book about Indians nor another romantic treatment of the Navajos, of which there have been too many.

\$2.85

**Bury My Heart at Wounded Knee**  
*Dee Brown*  
 Dell Publishing Co.  
 New York, NY 10017

This book focuses on the long struggle of four great Indian nations that tried to resist the White invaders. Tells about how the Navajos and Apaches of the Southwest and the Cheyennes and Sioux of the Great Plains tried to preserve a way of life. A disturbing story of people who only wanted to live in peace.

\$1.95

**Cowboy and Indian Trader**  
*Joseph Schmedding*  
 University of New Mexico Press  
 Albuquerque, NM

Joe Schmedding wrote about his years as cowboy and Indian trader when both he and this century were young.

\$3.95

**Cycles of Conquest**  
*Edward H. Spicer*  
 University of Arizona Press  
 Tucson, AZ

History of the native peoples of northern Mexico and the southwestern United States. Traces the successive cycles of conquest by Spain, Mexico, and the United States.

\$5.95

**Handbook of American Indian Language and Indian Linguistic Families of America North of Mexico**  
*Franz Boas and J.W. Powell*  
 University of Nebraska Press  
 Lincoln, NB

This volume contains two fundamental contributions to the study of American Indian languages: Although both bear on the problem of the exact nature of North American native language, they are of quite different intent.

\$2.45

**History and Present Development of Indian Schools in the United States**  
*Solomon R. Ammon*  
 R & E Research Associates  
 4843 Mission Street  
 San Francisco, CA 94112

A historical look at Indian schools and a resource for further study and change.

\$8.00

### Identification of Unique Features in Education at American Indian Schools

*Jeanette P. Martin*

ERIC Clearing House on Languages and Linguistics

1611 North Kent Street

Arlington, VA 22209

### Indian Americans—Unity and Diversity

*Murray L. Wax*

Prentice-Hall

Englewood Cliffs, NJ

The problem of how people of diverse racial, religious, and national backgrounds can live together peaceably and creatively within the same national society is one of the most crucial facing mankind.

\$4.95

### The Indians of the Southwest (A Century of Development Under the United States)

*Edward Everett Dale*

University of Oklahoma Press

Norman, OK

This book gives briefly the story of a hundred years of federal relations with the Indians of the territory acquired from Mexico in 1848, to which a small addition was made in 1853.

\$4.95

### The Indian Trader

*Frank McNitt*

University of Oklahoma Press

Norman, OK

Moving far ahead of the homesteaders, Indian traders fully realized their effectiveness as an influence for the Indians' good. While an agent often had his own financial, religious, or political interests to serve, he had to become himself almost half Indian.

\$8.95

### I Will Fight No More Forever

*Merrill D. Beal*

University of Washington Press

Seattle, WA

About Chief Joseph and the Nez Perce Indians, this is one of the most comprehensive studies of the great Indian statesman and his people; an epic and tragic study in American history.

\$1.95

### Literature of the American Indians

*Abraham Chapman*

This collection, drawing on Indian memories, symbolism, and critical evaluation, adds to our understanding of both traditional and contemporary literature of and about the American Indian.

\$3.95

**To Live on This Earth—American-Indian Education***Estelle Fuchs and Robert J. Havighurst*

Anchor/Doubleday

Garden City, NY

Examined here is every facet of Native American education.

\$3.95

**The Man Who Killed the Deer***Frank Waters*

A timeless story of a Pueblo Indian's sin and redemption and of the conflict between Indian and White laws.

\$3.50

**Multicultural Education and Ethnic Studies in the United States***Donna M. Gollinik, Frank H. Klassen, and Joost Yff*

American Association of Colleges for Teacher Education

Washington, DC

An analysis and annotated bibliography of selected documents in ERIC.

\$4.00

**Native Americans—The New Indian Resistance***William Meyer*

International Publishers

New York, NY

William Meyer presents a Native American account of the Indian resistance movement (today) from numerous Indian wars to present-day demands for self-determination and sovereignty.

\$15.00

**Navajo Expedition***Frank McNitt*

University of Oklahoma

Norman, OK

Lieutenant James Harvey Simpson was commissioned by the Army Corps of Topographical Engineers to survey the country inhabited by the Navajos, then a vast *terra incognita* known only in the heads of a few Mexican, French, and American traders.

\$8.95

**Navajos and Apaches: The Athabascan People***Bertha Dutton*

Prentice-Hall

Englewood Cliffs, NJ

This book is about how two proudly independent peoples have adapted to the changes of the modern world while maintaining their traditional ways of life.

\$3.25

### **The Navajos—A Critical Bibliography**

*Peter Iverson*

Indiana University Press

The most significant issue in the history of the Navajos is the tribe's success in maintaining its traditional culture while adapting to the massive pressures of Euramerican society.

\$3.95

### **The Navajos and the New Deal**

*Donald L. Parman*

Yale University Press

New Haven, CT

The Indian Reorganization Act of 1934 proposed a total reversal of direction of government policies pursued during the previous three-quarters of a century. Because the Navajos were the most numerous surviving Indian people and occupied the largest reservation, they were used as a test case for new programs.

\$17.50

### **The Navajo Indians and Federal Indian Policy, 1900-1935**

*Lawrence C. Kelly*

University of Arizona Press

Tucson, AZ

Major emphasis is on the Navajo efforts to expand their inadequate land base in the face of White opposition. Other topics which the author explores in detail are the impact on the Navajos of the discovery of oil on the reservation in 1922, the struggle for reform of the Bureau of Indian Affairs between 1922 and 1933, and the reasons for the Navajo rejection of the Indian Reorganization Act.

\$7.50

### **Navajo Roundup**

*Lawrence C. Kelly*

Pruette Publishing Co.

Boulder, CO

This Navajo Roundup, culminating in the famous "Long Walk" to the Bosque Redondo reservation in eastern New Mexico, concluded a century and a half of intermittent warfare between the Navajos and the White Man.

\$12.98

### **Navajo Wars**

*Frank McNitt*

University of New Mexico Press

Albuquerque, NM

McNitt's research has led him to conclude that the Spaniards, Mexicans, and Americans who in succession colonized the Navajo territory were essentially alike in their mistreatment of the Navajos.

\$15.00



**The New Indians***Stan Steiner*

Harper &amp; Row, Publishers

10 East 53rd Street

New York, NY 10022

The last twenty years have seen the break-up of European civilization ushered in so hopefully and optimistically in the sixteenth century, and have also witnessed the dawn of a new era. An Indian renaissance is quite within the realm of the possible and attainable if it is not left in the hands of well-meaning Whites and romantic and unrealistic government bureaus.

\$3.95

**The Pueblos***Bertha Dutton*

Prentice-Hall

Englewood Cliffs, NJ

This book deals with the Tewa, Zuni, Hopi, and other Pueblo groups. It tells about their culture, their ways of living and adapting to the forces of change while retaining their traditions.

\$3.25

**Pueblo Animals and Myths***Hamilton A. Tyler*

University of Oklahoma Press

Norman, OK

Pueblo Indians of the Southwest are mainly an agricultural people; they are also interested in the animals that share their domain. The author tells many animal tales, often in the style of the Indians themselves, reflecting their concepts of the animals.

\$8.95

**Pueblo Gods and Myths***Hamilton A. Tyler*

University of Oklahoma

Norman, OK

The Pueblo Indians, which include the Hopi, Zuni, and Keres groups and their ancestors, are closely bound to the Plateau region of the United States, comprising much of the area in Utah, Colorado, and especially in recent years New Mexico and Arizona.

\$3.50

**The Pueblo Indians***Joe S. Sando*

Indian Historian Press

San Francisco, CA

This book is an effort to fill a certain vacuum in Pueblo history. The traditional Pueblo history should be related as the Pueblo Indians themselves know it.

\$6.50

### **The Pueblo Indians of North American**

*Edward P. Dozier*

Holt, Rinehart and Winston

New York, NY

This book is designed to help bring students into the richness and complexity of human life as lived in different ways and different places. Pueblo Indians of the Southwest have played a most significant role in the history of their region.

\$1.75

### **The Rancheria, Ute, and Southern Paiute Peoples**

*Bertha Dutton*

Prentice-Hall

Englewood Cliffs, NJ

This book tells the story of the Indian groups that comprise the Rancheria, Ute, and Southern Paiute peoples. It is the story of an Indian culture—now severely threatened by a harsh climate, governmental indifference, and social structures—that does not easily adapt to the forces of change.

\$3.95

### **Richard Wetherill's Anasazi**

*Frank McNitt*

University of New Mexico Press

Albuquerque, NM

Anasazi, the Navajos' name for the "Ancient Ones" who preceded them into the Southwest, is the nickname of Richard Wetherill.

\$4.50

### **The Tewa World**

*Alfonso Ortiz*

University of Chicago Press

Chicago, IL

A penetrating analysis of the belief systems of the Tewa as they relate to their social institutions. Employing modern structural theory, the author focuses on their ideas, mythology, world view, and ritual.

\$2.45

### **When Navajos Had Too Many Sheep**

*George A. Boyce*

Indian Historian Press

1451 Masonic Avenue

San Francisco, CA

Spaniards made great changes in Western Indian life, both good and bad. But Spanish sheep, goats, and horses revolutionized the Navajo "good life." Of all the indigenous folk, only the Navajos took to sheepherding as an economic cornerstone.

\$6.50

## BIBLIOGRAPHIES

## American Indian Education: A Selected Bibliography

ERIC/CRESS

National Educational Laboratory Publications

813 Airport Boulevard

Austin, TX 78702

\$7.00

## Navajo Biographies, Vol. II

Navajo Curriculum Center

Star Route 1, No. 1—P.O. Box 246

Many Farms, AZ 86530

\$9.00

## Navajo Resources

S. Bingham

Navajo Curriculum Center

Star Route 1, No. 1—P.O. Box 246

Many Farms, AZ 86530

\$1.00

## Selected Bibliography on Mexican American and Native American

Bilingual Education in the Southwest

Stephen Cahir, Brad Jeffries, and Rosa Montes

ERIC/CRESS

Box 3AF New Mexico State University

Las Cruces, NM 88003

\$5.00

## Selected Media About the American Indian for Young Children

Navajo Curriculum Center

Star Route 1, No. 1—P.O. Box 246

Many Farms, AZ 86530

\$1.50

## The Zuni—Self Portrayals

Robert Coles

New American Library

P. O. Box 999

Bergenfield, NJ 07621

In 1965 the Zuni tribe, using funds allocated by the Office of Economic Opportunity, made plans to record their oral literature. The major storytellers of the tribe were gathered and asked to relate on tape the legends, myths, and history of the Pueblo.

\$1.50

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## NATIVE AMERICAN MATERIALS

Navajo Curriculum Center  
Star Route 1, No. 1—P.O. Box 246  
Many Farms, AZ 86530

*Aeio*, Johnson Dennison, \$2.00

*Alchini Bad Dahane*, \$3.00

*Coyote Stories of the Navajo People*, \$4.00

*C & Sid*, M. Sawyer, \$2.50

*Dine' Bizaad*, I. G. Mitchell, \$4.00

*Forked Tongues*, H. Murray, \$6.50

*Grandfather Stories of the Navajos*, Sidney M. Callaway, \$4.50

*Keys to Writing Navajo*, F. Hill, \$4.50

*Little Godherder*, G. Harvey, \$5.00

*Navajo Alphabet Card Sets* (1 each consonants and 1 each vowels)  
M. Castimore, \$2.75

*Navajo Education at Rough Rock*, \$3.00

*Navajo History*, Vol. I, \$6.00 (soft cover)

*Navajo Music for Classroom Enrichment*, \$10.00

*Navajo Reservation Map and Index*, B. Holliday, \$1.00

*Navajo Social Studies*, H. Spencer, \$5.00

*Oral English at Rough Rock*, V. Hoffman, \$2.50

*Saad Naashch'aa*, I. Silentman, \$4.00

*Super Grape and the Ape*, M. Sawyer, \$2.50

*The Fox and the Wolf*, M. T. Castimore, \$2.50

*To Be a Navajo*, \$5.00

**Navajo Bilingual/Bicultural Education Program**

Ramah Navajo School Board

P. O. Box 248

Ramah, NM 87321

*Dine' Bibee Hazaani (The Law of the People), Vols. I-IV,*  
*Dan Vicenti, Stephen Conn, Leonard Jimson, and Jane Kellogg \$20.00*

**Publications Service**

Haskell Indian Junior College

Lawrence, KS 66044

*Doorway Toward the Light, L. Madison Coombs, \$1.80*

*Dormitory Life: Is It Living? \$.40*

*Education for Action, Willard W. Beatty, \$2.00*

*Here Come the Navajo! Ruth Underhill, \$1.50*

*Indian Child Goes to School, L. Madison Coombs & Assoc., \$1.20*

*Little Herder Series, Ann Clark, \$2.00*

1. Little Herder in Spring
2. Little Herder in Summer
3. Little Herder in Autumn
4. Little Herder in Winter

*Little Man's Family, J. S. Enochs, \$2.10*

Preprimer (2), \$.25

Primer (2), \$.30

Reader (2), \$.50

*Navajo-English Dictionary, Leon Wall and William Morgan*

*Navajo Historical Series, \$3.30*

1. The Ramah Navajos (2), \$.10
2. The Trouble at Round Rock (2), \$.55
3. Navajo Historical Selections (2), \$1.00

*Navajo New World Readers, Cecil S. King, \$.90*

1. Away to School (2), \$.15
2. The Flag of My Country (2), \$.30

**The May Company**

514 Central S.W.

P. O. Box 152

Albuquerque, NM 87103

*Navajo Gift Songs and Round Dance (cassette) 1971, \$13.96*  
 All grades. Stock No. JHI505-C

*Navajo Made Easier* (hard cover), 1975, \$13.90  
All grades. Stock No. MAN2

*Navajo Made Easier* (set of 3 cassettes), 1975, \$47.88  
All grades. Stock No. MANC2

*Navajo Round Dance* (cassette), 1970, \$13.96  
All grades. Stock No. IHI504-C

*Navajo Round Dance* (record), 1970, \$13.96  
All grades. Stock No. IHI504-R

*Navajo Skip Dance and Two-Step Songs* (cassette), 1969, \$13.96  
All grades. Stock No. IHI503-C

*Navajo Skip Dance and Two-Step Songs* (record), 1969, \$13.96  
All grades. Stock No. IHI502-R

*Navajo Sway Songs* (cassette), 1968, \$13.96  
All grades. Stock No. IHI501-C

*Navajo Sway Songs* (record), 1969, \$13.96  
All grades. Stock No. IHI501-R

*Night and Daylight Yeibichei* (cassette), 1968, \$13.96  
All grades. Stock No. IHI502-C

*Night and Daylight Yeibichei* (record), 1968, \$13.96  
All grades. Stock No. IHI502-R

Newbery Award Records  
342 Madison Avenue  
New York, NY 10017

*Sing Down the Moon*, Scot O'Dell, \$20.00

Bilingual Educational Services  
1607 Hope  
South Pasadena, CA 91030

*A Visit to the Father* (4 filmstrips with cassettes), \$70.90

Primary-intermediate. This authentic translation of the great epic legend of the Navajo Indians tells about the ancient classic saga of the Gods, animals, giants, and monsters who roamed earth and the underworld before the advent of mankind.

Native American Materials Development Center  
7703 North Lamar  
Austin, TX 78752

Navajo and English: Grades K-12

82  
*Navajo Chapters*, Sam and Janet Bingham, \$3.00

Relevant information regarding Navajo government as it relates to communities on the Navajo reservation. The authors researched the history of the Navajo Chapter houses—their functions, boards, communities, and representatives—from their beginning in the 1860's to the present.

*Coyote, the Millionaire* (elementary), Laurie Weahkee and Sonny Weahkee, \$1.00

*Tse'ado'ii Haahane'*, \$1.00

*Ma'ii Olta'*, \$1.00

*Dine Bideyah—Land Acquisition Book*, \$1.00

Historical data concerning the formation of the Navajo nation and subsequent land additions.

*Dine Bideyah—Resource Map*, \$2.00

*Hq'at'ish, at'e?* \$0.50

A math workbook designed to teach the basic concepts of direction and quantity, such as "more than," "less than," "up/down," and "right/left."

*Land Erosion Poster*, \$1.25

*Ma'ii Waashindoongoo Deeya*, \$1.00

A reader describing the experiences of Coyote as he leaves home to go on a business trip to Washington, D.C.

*Navajo Consonant Posters*, \$6.00

Set of 28 posters, each representing one consonant sound from the Navajo language.

*Tsek'ina'asdzooi (El Morro)*, \$.75

This book deals with the Inscription Rock at El Morro National Monument in New Mexico.



# NAVAJO READING STUDY MATERIALS

Navajo Reading Study  
University of New Mexico,  
Albuquerque, NM

Primary, intermediate, advanced, and adult levels shown on the list are explained as follows:

*Primary level:* A child's first experience with a book; graphics are designed to help train for correct eye movement.

*Intermediate level:* Texts have a story which is developed with repetition of single words, and illustrations are provided to help follow the line of the story.

*Advanced level:* More complex stories with longer texts to develop reading speed.

*Adult level:* No vocabulary control; longer texts with occasional illustrations.

Annotation in English accompanies each reader.

*Nihimasani doo Nihitchei Baa Dahang'ee* (15), Adult, \$22.50

*Saad T'aa Annu Wojihyii* (15), Adult, \$45.00

*Dine Naaldlooshii Dah Deilei Baa Hane'* (15) Adult, \$22.50

*Halii' Baa Hojiyaago* (15), Adult, \$25.25

*Dil Ats'istah Naalmishgi* (15), Adult, \$22.50

*Hooghadi Adaa'ahaya* (15), Adult, \$18.75

*Hohonaa'ei doo Nahasdzahn* (15), Adult, \$26.25

*K'os* (15), Adult, \$15.00

*Lii' Raahane'* (1), Advanced, \$1.00

*Ma'ii doo Nashdoi Baa Hane'* (15), Intermediate, \$11.25

*Naddaa' Haleehgi Baa Hane'* (15), Intermediate, \$7.50

*Naaldlooshii Baa Hane'* (15), Intermediate, \$18.75

*Naaltsoos Naalt's'i Adadilniil* (15), Intermediate, \$15.00

Vangie Charles doo Etta doo P.J. Yazzie doo E. Tsosie

*Na'ahooahaiichi'i* (15), Intermediate, \$18.75

*Ni'okaa' doo Tayi' Naaldaehii* (1), Advanced, \$2.00

B.A. Blackhorse Hane' Ayilaa

*Shila'* (15), Intermediate, \$15.00  
Emma Yazzie Hane' Ayiilaa

*Shima* (15), Primary, \$15.00  
B. A. Blackhorse ei Hane' Ayiilaa

*Hane' Yazhi doo Tse' alnaozt'i Binaaltso's*, Vols. I-IX (1),  
Advanced, \$1.00

*Tsilkei doo Ch'ikei* (15), Adult, \$15.00

*Hastqe doo Saanii* (15), Adult, \$18.75

*Saad Bee Ahaa Nitsahakeesigii* (15), Adult, \$15.00

*Bilagaana-Bil Keehojit'igo* (15), Adult, \$22.50

*Beedghaniihigii* (15), Adult, \$22.50

*Lii' Hazli'daa' Hane'* (15), Adult, \$11.25  
Charlie Mitchell Bahane doo Rose Fasthorse doo Louise Benally  
Hane' Hasht'e Yiilaa

*Dii K'ad Anna'igii Baa Hane'* (15), Adult, \$33.75  
Charles T. McFarlane Hane' Ayiilaa

*Nahdee' Adahoot'idii T'oo Ch'idaast'anigo Baa Dahane'ii* (15),  
Adult, \$7.50

*1949 Yeedaa' Dine Bideg Daadzaaz Yee Baa Hane'* (15), Adult, \$7.50

*Tiyisii Hane' Nihini' T'oo Bee Bik'eh Ahalneehii* (15) Adult, \$11.25

*Adaa'akaya* (15), Intermediate, \$15.00  
Ray Nahkai Hane' ayiilaa doo-na' azhch'aa

*Alastsii* (15), Intermediate, \$15.00  
Rodger Begaye have' ayiilaa

*Al'aa'at'eeego adaalyaa* (15), Intermediate, \$15.00  
Paul J. Yazzie ei hane' ayiilaa doo na' azhch'aa

*Ashda'go Shibee Akohwinidzinii* (15); Intermediate, \$18.75  
Etta M. Yazzie hane'yayiilaa

*Bahi Baahane'* (15), Intermediate, \$11.25  
Ray C. Nahkai

*Dine Bizand Wotta'igii Bee Na'a'ne* (1), Primary, \$4.00 (For 20 players)  
Judy Martin Bahane'

*Na'ahooheidii* (1), Advanced, \$ .50  
Judy Harvey ei Hane' Ayiilaa

*Bits'aadii Hoselii'iggi* (1), Advanced, \$.50  
Stella Tsinajinnie ei Hane' Ayiilaa

*Hastu Ts'oi* (1), Advanced, \$1.00  
Leroy Tsinajinnie ei Hane' Ayiilaa

*AA'* (15), Primary, \$22.50  
Stella Tsinajinnie ei Hane' Ayiilaa

*Keshjee'* (1) Adult, \$3.50  
Halse'ii' Tsistlahnii Mazhi

*Tse Nitsaa Deez'ahi Hoolyeedi Tse Holonighi* (1), Adult, \$1.25  
Hastoi Tse Nitsaa Deez'ahigi Keedahat'inigii Hane' adayiilaa

*Chizh doo Tsin* (15), Intermediate, \$11.25

*Daan Nahasdlui'* (1), Advanced, \$7.75

*Dah'list'q Baahane'* (1), Advanced, \$2.50  
Wilfred Sisco ei Hane' Ayiilaa

*Deestsin Choo'inigi Baahane'* (15), Intermediate, \$15.00  
Wilfred Sisco hane' Ayiilaa

*Dine T'aa Akogi At'eii* (1), Advanced, \$.75  
Jerry Henderson Hane' ayiilaa doo na' azhch'aa

*Hai Nahasdlui'* (1), Advanced, \$2.00

*Alchini'ikliidaa' Hane'igii* (15), Adult, \$11.25  
John C. Claw Yee Bahane'

*La T'aa Bit'igoo Hhighaa Nt'ee go Hahane'* (15), Adult  
Nancy Woodman Bahane'

*Alk'idaa' Boodi Shilii' Nit'ee'* (1), Advanced, \$1.00  
Stella Tsinajinnie ei Hane' Ayiilaa

*Ashkii Ne'eshjaa' Bineesaago Baa Hane'* (15), Adult, \$18.75  
Barnie Bitsili Bahane' doo Benny Hale Hane'

*Alk'idaa' Adahoot'idii Beehamihigii Baa Hane'* (15), Adult, \$22.50  
Charlie Mitchell Bahane' doo Benny Hale Hane' Hasht'e' Yiilaa

*Alk'idaa Dine Yee Dahipaanii Baa Hane'* (15), Adult, \$11.25  
John Watchman Bahane' doo Gloria Todacheene

*Mosilgai* (1), Advanced, \$.50  
Marlene Atcitty Hane' Ayiilaa

*Pabii doo Masi* (15), Primary, \$26.25  
Judy Harvey Hane' Ayiilaa

*Jasper* (15), Intermediate, \$7.50  
Irene Silentman Bahane'

*Da'ida* (15), Primary, \$7.50  
Marlene, Atcitty Hane' Ayiilaa

*Shileechaa'i* (15), Primary, \$7.50  
Irene Silentman Bahane'

*Chidiltsooi doo Golizhii* (15), Intermediate, \$15.00.  
Irene Silentman ei Hane' Ayiilaa

*Dah Diniilghaazh* (1), Advanced, \$ .75  
Irene Silentman Bahane'

*Hastiin Ch'ahii* (15), Intermediate, \$18.75  
Judy Harvey Bahane'

*Shaa ni* (15), Primary, \$22.50  
Judy Martin Hane' Ayiilaa

*Haala Yolye?* (15), Intermediate, \$11.25  
Judy Martin Hane' Ayiilaa

*Baa'* (1), Advanced, \$ .50  
Benny Hale ei Hane' Ayiilaa

*Johnny doo Willie* (1), Advanced, \$ .75  
Louise Benally doo Rose Fasthorse ei Hane' Ayiilaa

*Tlohchiniji Dine Keedahat' iinii Baa Hane'* (15), Adult, \$22.50  
Hastiin Biyo' Lani Yee Biye' Bahane'

*Tse' Nikani Hoolyeeegi Hoochi' Yee Baa Hane'* (15), Adult, \$30.00  
Naakaii Dine' e Nitl aaggi Bahane'

*Naabeeho Al'aa Dadine'ii* (15), Adult, \$11.25  
Chic Sandoval Bahane'

*Al'aa Dadine'e* (15), Adult, \$11.25  
Scott Preston Bahane'

*Alk'idaa 'Oozei 'Asdid Jini* (15), Adult, \$11.25  
Scott Preston Bahane'

*Ba'alilii Wolyee Nt'ee 'Olta' Dooda Niigo Yiniipaa Naazhchxq*  
(15), Adult, \$11.25  
Kin Dah Lichanii Biye' Bahane'

*Tedidinü* (15), Adult, \$11.25  
Lester More Bahane'

*Lii'T'aa' Yisil Wolyeei Bikee' Na'azna* (15), Adult, \$11.25  
John Malone Bahane'

# GUIDE TO TEACHER EDUCATION PROGRAMS FOR BILINGUAL/ BICULTURAL EDUCATION IN U.S. COLLEGES AND UNIVERSITIES

*(Reproduced from the booklet published April 1976 by the Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721.)*

## ALASKA

State Department of Education  
Department of Teacher Certification  
Juneau, Alaska 99801  
(907) 465-2800

### Programs

B.A. - Bachelor of arts degree  
program in 8 Alaskan native  
languages

### College or University

University of Alaska (Alaskan Native  
Languages)  
Contact: Judy Fox, Media Specialist  
Fairbanks, Alaska 99701

## ARIZONA

State Department of Education  
Department of Teacher Certification  
1535 West Jefferson  
Phoenix, Arizona 85007  
(602) 271-4361

### Programs

A.A. - Associate in arts degree  
training program for bilingual  
paraprofessionals and aides

### College or University

Mesa Community College  
Contact: Thomas Templeton, Chairperson  
Department of Cultural Science or  
Contact: Marilyn Seymann, Director  
Bilingual Teacher Aide Program  
1833 West Southern Avenue  
Mesa, Arizona 85202  
(602) 833-1261

Pima Community College  
Education Department  
Tucson, Arizona 85709  
(602) 884-6666

University of Arizona  
Contact: Dr. Macario Saldate  
Bilingual Developmental Degree Program  
College of Education  
Tucson, Arizona 85721  
(602) 884-1461

B.A. or B.S. - Bachelor of arts or bachelor of science degree and endorsement certificate for bilingual teachers

Mesa Community College  
(see above)

Northern Arizona University  
Contact: Elinor C. Kyte, Adviser  
ESL Programs: College of Education  
Flagstaff, Arizona 86001  
(602) 523-9011

University of Arizona  
(see above)

M.A. - Master of arts degree with emphasis on English as second language

Northern Arizona University  
(see above)

M.A. or M.Ed. - Master of arts or master of education degree with concentration in bilingual/bicultural education

University of Arizona  
(see above)

Ph.D. - Doctoral degree program in education with concentration in bilingual/bicultural education

Arizona State University  
College of Education  
Tempe, Arizona 85281  
(602) 965-3306

## CALIFORNIA

Department of Education  
Contact: Anthony J. Salamanca  
Commission for Teacher Preparation  
and Licensing  
1020 "O" Street  
Sacramento, California 95814  
(916) 445-4438

### Programs

A.A. - Associate in arts degree with a bilingual cross-cultural emphasis

### College or University

Bakersfield College  
Contact: Dr. Frank Watron  
Bakersfield, California 93305

Cerritos College  
Contact: Oliver P. Scott  
Norwalk, California 90650

Chaffey College  
Alta Loma, California 91701

Cypress College  
Contact: Richard McIntosh  
Cypress, California 90630

DeAnza College  
Contact: Florin L. Caldwell  
Cupertino, California 95014

East Los Angeles College  
Contact: Armando M. Rodriguez  
5357 East Brooklyn Avenue  
Los Angeles, California 90022  
(213) 263-7261

Fresno City College  
Contact: Franz Weinschenk  
Fresno, California 93704

Gavilan College  
Contact: Dr. Sylvester Heinberg  
Gilroy, California 95020

LaVerne College  
LaVerne, California 91750  
(714) 593-3511

Modesto Junior College  
Contact: Gerald Angove  
Modesto, California 95350

Mount San Antonio College  
Contact: Irvin Cott  
Walnut, California 91789

Merced College  
Contact: Dr. Noemi Colmenero  
Merced, California 95340

Palomar College  
Contact: Gene Zevin  
San Marcos, California 92069

Porterville College  
Contact: Dr. Jack Hargis  
Porterville, California 93257

San Bernardino Valley Community College  
San Bernardino, California 92403

San Diego City College  
Contact: Dr. José Saldívar  
San Diego, California 92101  
(714) 238-1181



B.A. - Bachelor of arts degree programs and Single and Multiple Subjects Credential with a bilingual cross-cultural emphasis

San José City College  
Contact: Otto Roemich  
San José, California 95114

Southwestern College  
Contact: Donald L. Singer  
Chula Vista, California 92010

California State College at Bakersfield  
Contact: John Acosta  
Bakersfield, California 93309

California State College at Dominguez Hills  
Contact: Dr. Violet Jordain  
1000 East Victoria Street  
Dominguez Hills, California 90747

California State College at San Bernardino  
Contact: Judith Rymer  
San Bernardino, California 92407

California State College at Sonoma  
Contact: Sally Hurtado  
Sonoma, California 95476

California State University at Chico  
Contact: Barbara M. Johnson  
Department of Education  
Chico, California 95929

California State University at Fullerton  
Contact: Arturo Franco  
Bilingual/Bicultural Education Program  
800 North State College Boulevard  
Fullerton, California 92634  
(714) 870-3994

California State University at Hayward  
Contact: Dr. Delmo Della-Dora  
College of Education  
Hayward, California 94542  
(415) 881-3072

California State University at Long Beach  
Contact: Francisco Hidalgo  
School of Education  
6101 East Seventh Street  
Los Angeles, California 90840

California State University at Los Angeles  
Contact: Charles P. Leyba  
Bilingual Teacher Training Center  
5151 State University Drive  
Los Angeles, California 90032  
(213) 224-3676

B.A. degree

California State University at Northridge  
Contact: Jorge García  
Northridge, California 91324

California State University at San José  
Contact: Bertha Pérez  
Washington Square  
San José, California 95132

College of Notre Dame  
Department of Education  
Belmont, California 94002  
(415) 593-1601

East Los Angeles College  
(see above)

LaVerne College  
(see above)

San Diego City College  
(see above)

San Diego State University  
Contact: Dr. Robert Nardelli  
College of Education  
San Diego, California 92182  
(714) 286-5193

University of San Francisco  
College of Education  
San Francisco, California 94117  
(415) 666-6526

University of the Pacific  
Contact: Dr. Augustine Garcia  
College of Education  
Stockton, California 95204  
(209) 946-2011

M.A. or M.Ed. - Master of arts or  
master of education degree  
program and Bilingual/Cross-  
Cultural Specialist Credential

California State College at Bakersfield  
Contact: Dr. James D. Whitley  
(see above)

California State College at Dominguez  
Hills  
Contact: Sylvia Gonzales  
(see above)

California State College at Sonoma  
Contact: Andrea Neves  
(see above)

California State University at Chico  
(see above)

California State University at Fullerton  
Contact: Jacquelin Kirelthe  
(see above)

California State University at Long Beach  
(see above)

California State University at Los Angeles  
(see above)

California State University at Northridge  
(see above)

California State University at Sacramento  
Contact: Dr. Robert Segura  
School of Education  
6000 J Street  
Sacramento, California 95819  
(916) 454-6840 or 451-4409

Covell College: see University of the  
Pacific

San Diego State University  
Contact: Audrey Littlefield  
(see above)

San Francisco State University (Spanish,  
Chinese)  
Contact: John Connelly  
College of Education  
San Francisco, California 94132

San Jose State University  
Contact: Dr. Bertha Pérez  
Elementary Education Department or  
Contact: Dr. Félix García, Jr.  
Mexican American Graduate Studies  
Department  
San Jose, California 95192  
(408) 277-2674 (Pérez) or 277-2242 (García)

University of California at Irvine  
Contact: Dr. Kenneth P. Bailey  
Office of Teacher Preparation  
Irvine, California 92664

University of California at Santa Barbara  
Contact: Dr. Gustavo González, Director  
Bilingual Education Programs  
Graduate School of Education  
Santa Barbara, California 93106

M.A. - Master of arts degree in  
linguistics with concentration in  
bilingual education or Black  
dialectology

University of the Pacific  
Contact: Dr. Augustine Garcia  
School of Education and Covell College  
Stockton, California 95204  
(209) 946-2011

California State University at Fresno  
Shaw and Cedar Avenue  
Fresno, California 93740  
(209) 487-9011

Ed.D. - Doctoral degree with an  
emphasis in bilingual education

University of the Pacific  
(see above)

## COLORADO

Department of Education  
Contact: Otto G. Ruff  
Teacher Education and Certification  
State Office Building  
201 East Colfax  
Denver, Colorado 80203  
(303) 892-2217

### Programs

B.A. - Bachelor of arts degree  
program with minor in bilingual  
education

### College or University

Adams State College  
Contact: Helen L. Gonzales  
Bilingual/Bicultural Teacher Training  
Program  
Division of Teacher Education  
Alamosa, Colorado 81101

Metropolitan State College  
Denver, Colorado 80204

Southern Colorado State College  
Department of Education  
Pueblo, Colorado 81004

M.A. or M.Ed. - Master of arts or  
master of education degree with  
concentration in bilingual education

University of Northern Colorado  
College of Education  
Greeley, Colorado 80639

University of Northern Colorado  
(see above)

Ph.D. or Ed.D. - Doctoral degree  
program in education with  
concentration in bilingual education

University of Northern Colorado  
(see above)

## CONNECTICUT

State Department of Education  
 Contact: Kenneth A. Lester  
 Foreign Languages, ESOL and  
 Bilingual Education  
 Box 2219  
 Hartford, Connecticut 06115  
 (203) 566-4424

## Programs

B.A. - Bachelor of arts degree in  
 education with concentration in  
 bilingual education; certification  
 for bilingual classroom instruction

## College or University

Central Connecticut State College  
 Department of Education  
 1615 North Stanley Street  
 New Britain, Connecticut 06050

University of Bridgeport  
 Teacher Corps  
 School of Education  
 Bridgeport, Connecticut 06602

University of Connecticut  
 Contact: Dr. John N. Leach  
 Foundations and Curriculum Departments  
 U-32 School of Education  
 Storrs, Connecticut 06268

M.A. or M.Ed. - Master of arts or  
 master of education degree  
 program or sixth year in educa-  
 tion with concentration in bil-  
 lingual education

Central Connecticut State College  
 (see above)

University of Bridgeport  
 (see above)

University of Connecticut  
 (see above)

University of Hartford  
 Contact: Dr. Perry A. Zirkel  
 Coordinator  
 Graduate Program in Bilingual/  
 Bicultural Education  
 College of Education  
 200 Bloomfield Avenue  
 West Hartford, Connecticut 06117

## DISTRICT OF COLUMBIA

Department of Education  
 Contact: Harris Taylor  
 Federal Programs  
 Presidential Building  
 415 Twelfth Street, N.W.  
 Washington, D. C. 20004

### Programs

B.A. - Bachelor of arts degree in  
 education with concentration in  
 bilingual education; certification  
 courses  
 M.A.T. - Master of arts in teaching  
 with concentration in bilingual  
 education

### College or University

Trinity College  
 Contact: Nancy S. Grayson,  
 Coordinator  
 Bilingual/Multicultural Education  
 MAT Program  
 Washington, D.C. 20017

## FLORIDA

State Department of Education  
 Contact: Jacques Wilson  
 Bilingual Education  
 Tallahassee, Florida 32304  
 (904) 599-5121

### Programs

M.A. - Master of arts degree in  
 education or foreign languages  
 with concentration in bilingual  
 education

### College or University

Biscayne College  
 Contact: Octavio Pino  
 Department of Education  
 16400 N.W. 32nd Avenue  
 Miami, Florida 33160  
 (305) 625-1561, Extension 128 or 129

Florida State University  
 Contact: Dr. Fred Jenks  
 Department of Foreign Languages  
 933 West Park Avenue  
 Tallahassee, Florida 32306  
 (904) 644-3044 or 644-5553

Ph.D. - Doctoral degree program in  
 foreign languages with concentra-  
 tion in bilingual education

Florida State University (Greek)  
 (see above)

## IDAHO

Department of Education  
 Contact: Antonio Ochoa  
 Migrant Education  
 Len B. Jordan Office Building  
 Boise, Idaho 83720  
 (208) 384-2195

## Programs

Courses in bilingual education

## College or University

Boise State University  
 College of Education  
 Boise, Idaho 83720

University of Idaho  
 College of Education  
 Moscow, Idaho 83843

## ILLINOIS

Illinois Office of Education  
 Contact: Susan K. Bentz  
 State Teacher Certification Board  
 100 North First Street  
 Springfield, Illinois 62777

## Programs

A.A. - Associate in arts degree  
 program and courses in bilingual  
 education for paraprofessionals  
 and teacher aides

## College or University

Chicago Consortium of Colleges and  
 Universities

Contact: Sylvia Rodríguez  
 25 East Jackson Boulevard  
 Chicago, Illinois 60604  
 (312) 922-3944

## Credit received from:

Chicago State College (see below)  
 DePaul University (Chicago, 60604)  
 Governors State University (see below)  
 Loyola University (Chicago, 60611)  
 Mundelein College (see below)  
 Northeastern Illinois State College  
 (Chicago, 60625)  
 University of Illinois at Chicago Circle  
 (see below)

Mundelein College (non-Consortium program)  
 6363 Sheridan Road  
 Chicago, Illinois 60626



B.A. or B.S. - Bachelor of arts or  
bachelor of science degree in  
bilingual education

Barat College  
700 East Westleigh Road  
Lake Forest, Illinois 60045

Blackburn College  
College-University Avenue  
Carlinville, Illinois 62626

Chicago State University  
College of Education  
95th and Martin King Drive (F319)  
Chicago, Illinois 60628

Eastern Illinois University  
600 Lincoln Avenue  
Charleston, Illinois 61920

National College of Education  
2840 Sheridan Road  
Evanston, Illinois 60201

Northeastern Illinois University  
5500 North St. Louis Avenue  
Chicago, Illinois 60625

Northern Illinois University  
Contact: Dr. Mary Louise Seguel  
College of Education  
DeKalb, Illinois 60115

University of Illinois at Chicago Circle  
P. O. Box 4348  
Chicago, Illinois 60680

Western Illinois University  
Contact: Dr. Ramon T. Mosley  
900 West Adams Street  
Macomb, Illinois 61455

M.A. or M.Ed. - Master of arts or  
master of education with concen-  
tration in bilingual education

Chicago State University  
(see above)

Loyola University of Chicago  
(program under development)  
Contact: Dr. Barney M. Berlin  
Lewis Towers  
820 North Michigan Avenue  
Chicago, Illinois 60611

Northern Illinois University  
(see above)

University of Illinois at Urbana-  
Champaign

Contact: Dr. Henry Trueba

College of Education

329 Education Building

Urbana, Illinois 61801

(217) 333-2615, 333-8600, or 333-0227

Western Illinois University  
(program under development)  
(see above)

Ph.D. - Doctoral degree program in  
bilingual education

University of Illinois at Urbana-  
Champaign (see above)

Bilingual or related courses other  
than the above degree and cer-  
tification programs: bilingual/  
bicultural components in areas  
of law enforcement, health  
services, nursing, and business

Governors State University  
300 Plaza Street  
Park Forest South, Illinois 60466

## INDIANA

State Department of Public  
Instruction

Contact: Dr. Fred A. Croft  
Migrant and Bilingual Education  
Indianapolis, Indiana 46204  
(317) 633-6610

### Programs

M.A. - Master of arts degree programs  
in linguistics with a specialization  
in TESL (Teaching English as a  
Second Language) and, in English,  
specialization in TEFL (Teaching  
English as a Foreign Language)

### College or University

Ball State University  
Contact: Dr. Janet Ross  
English Department  
Muncie, Indiana 47306

## IOWA

State Department of Education  
Division of Teacher Certification  
Des Moines, Iowa 50319  
(515) 281-5294

**Programs**

B.A. or B.S. - Bachelor of arts or  
bachelor of science degree program  
in education with concentration in  
bilingual education

**College or University**

University of Iowa  
Contact: Robert Leos, Assistant Director  
Teacher Corps Program  
College of Education  
608 Jefferson Building  
Iowa City, Iowa 52242

**KANSAS**

State Department of Education  
Contact: U. H. Bodd.  
120 East Tenth Street  
Topeka, Kansas 66612  
(913) 296-3107

**Programs**

M.A. - Master of arts in education  
with concentration in bilingual  
education

**College or University**

University of Kansas  
College of Education  
Education Building  
Lawrence, Kansas 66044  
(913) 864-2700

Wichita State University  
Contact: Kenneth Nickel  
College of Education  
Wichita, Kansas 67208  
(316) 689-3308

**LOUISIANA**

State Department of Education  
Office of Teacher Certification  
Baton Rouge, Louisiana 70804  
(504) 389-5291

**Programs**

Course work for bilingual educa-  
tion teachers of Italian

**College or University**

Southeastern Louisiana University (Italian)  
College of Education  
Hammond, Louisiana 70401  
(504) 549-2000

Courses leading to Second Language  
Specialist certification (in-service  
for elementary school teachers of  
French)

University of Southwestern Louisiana  
(French)  
Contact: Gerald L. St. Martin,  
Coordinator  
Second Language Specialist Program  
Department of Foreign Languages  
USL Box 40  
Lafayette, Louisiana 70504

**MAINE**

State Department of Education  
 Contact: Edward F. Booth  
 Bureau of Instruction  
 Department of Educational and  
 Cultural Services  
 Augusta, Maine 04330  
 (207) 289-2541

**Programs**

M.A. - Master of arts degree in  
 French with courses in the  
 teaching of French

Courses in bilingual education in  
 French

**MARYLAND**

Maryland State Department of Education  
 Contact: Ann A. Beuseh  
 Foreign Languages, ESOL and Bilingual  
 Education  
 P. O. Box 8717, BWI Airport  
 Baltimore, Maryland 21240

**Programs**

B.A. or B.S. - Bachelor of arts or  
 bachelor of science degree in  
 education with concentration in  
 bilingual education

M.A. or M.Ed. - Master of arts or  
 master of education degree with  
 concentration in bilingual educa-  
 tion or in TESOL (Teaching  
 English to Speakers of Other  
 Languages)

Ph.D. or Ed.D. - Doctoral degree  
 program in education with  
 concentration in bilingual  
 education

**College or University**

University of Maine at Fort Kent (French)  
 Contact: Dr. Hubert Thibodeau  
 Professional Education Division or  
 Professors Walter Lichtenstein and  
 Joseph Hallee  
 Canadian Franco-American Center  
 Pleasant Street  
 Fort Kent, Maine 04743  
 (207) 834-3162

University of Maine at Orono (French)  
 School of Education or  
 Department of French  
 Orono, Maine 04473

**College or University**

University of Maryland  
 Contact: Dr. Janet Baird  
 Department of Secondary Education  
 College of Education  
 College Park, Maryland 20741

## MASSACHUSETTS

The Commonwealth of Massachusetts  
 Department of Education  
 Contact: Ildeberto L. Pereira  
 Bureau of Transitional Bilingual  
 Education  
 Division of Curriculum and Instruction  
 182 Tremont Street  
 Boston, Massachusetts 02111  
 (617) 727-5700

### Programs

Training program for bilingual  
 paraprofessionals

B.A. - Bachelor of arts degree in  
 bilingual education

B.A. or B.S. - Bachelor of arts or  
 bachelor of science degree in  
 education with concentration or  
 certification in bilingual education

### College or University

Boston University  
 Contact: Gaddiel Morales, Director  
 Teacher Corps  
 775 Commonwealth Avenue  
 Boston, Massachusetts 02215

Anna Maria College  
 Contact: Ramiro N. Ramirez, Chairperson  
 Department of Modern Languages  
 Paxton, Massachusetts 01612

Boston University  
 Contact: Dr. Maria Estela Brisk, Director  
 Bilingual Education Program  
 Department of Reading and Language  
 School of Education  
 775 Commonwealth Avenue  
 Boston, Massachusetts 02215

University of Massachusetts at Amherst  
 Contact: Dr. Sylvia Viera, Director  
 Bilingual/Bicultural Education Professions  
 Program  
 School of Education  
 Amherst, Massachusetts 01002

Atlantic Union College  
 Contact: Lourdes M. Gudmundsson,  
 Chairperson  
 Modern Language Department  
 South Lancaster, Massachusetts 01561

Boston College (proposed)  
 Chestnut Hill, Massachusetts 02167

## Boston State College

Contact: Dr. Richard W. Newman,  
Chairperson

Foreign Language Department  
625 Huntington Avenue  
Boston, Massachusetts 02115

College of Our Lady of the Elms  
Department of Education  
Chicopee, Massachusetts 01020

## Emmanuel College

Contact: Sister Margaret Pauline Young,  
Chairperson

Spanish Department  
400 The Fenway  
Boston, Massachusetts 02115

## Lesley College

Contact: Peter von Mertens, Assistant Dean  
Director of Continuing Education  
Graduate School of Education  
29 Everett Street  
Cambridge, Massachusetts 02138  
(617) 868-9600

## Hellenic College

Brookline, Massachusetts 02146

## Lowell University

Lowell, Massachusetts 01854

## Regis College

Weston, Massachusetts 02193

## Southeastern Massachusetts University

Contact: Mary Vermette  
North Dartmouth, Massachusetts 02747

University of Massachusetts at Amherst  
(see above)

University of Massachusetts at Boston  
Dorchester, Massachusetts 02116

## Westfield State College

Westfield, Massachusetts 01085

## Worcester State College

Worcester, Massachusetts 01602

M.A., M.S., or Ed.M. - Master of arts  
of science in education, or master  
of education degree programs with  
concentration in bilingual education

Boston State College  
(see above)

Boston University  
Contact: Dr. Maria Estela Brisk  
(see above)

Boston University  
Contact: Dr. Robert Saitz  
English Department  
Bay State Road  
Boston, Massachusetts 02215

Lesley College  
(see above)

(Southeastern Massachusetts Un  
(see above)

Ed.D. - Doctoral degree program  
with concentration in bilingual  
education

Boston University  
Contact: Dr. Maria Estela Brisk  
(see above)

Professional certification program  
for bilingual classroom instruction

Harvard University  
School of Education  
Cambridge, Massachusetts 02138

Hellenic College  
Department of Education  
Brookline, Massachusetts 02146

Bilingual courses and/or programs  
for bilingual persons

Springfield Technical Communi  
Department of Education  
Springfield, Massachusetts 01103

Bristol Community College (Po  
The Ibero-American Center  
777 Elsbree Street  
Building D - Second Floor  
Fall River, Massachusetts 02720

Springfield Technical Communi  
(see above)

## MICHIGAN

State Department of Education  
Contact: Barbara Ort  
Foreign Language Education  
Lansing, Michigan 48902  
(517) 373-3317



## Programs

A.A. - Associate in arts degree program for bilingual para-professionals.

B.A. or B.S. - Bachelor of arts or bachelor of science degree in education with concentration or endorsement in bilingual education

M.A. - Master of arts in education with concentration or endorsement in bilingual education

TESL program (Teaching English as a Second Language)

College credit workshops in bilingual education (summer)

Spanish courses for bilingual students

## College or University

Mercy College of Detroit  
Institute of Bicultural Bilingual Services  
8200 West Outer Drive  
Detroit, Michigan 48219  
(313) 531-7820

Eastern Michigan University  
College of Education  
East Lansing, Michigan 48197  
(313) 487-1849

Mercy College of Detroit  
(see above)

Mercy College of Detroit  
(see above)

Michigan State University  
College of Education  
East Lansing, Michigan 48823  
(517) 355-1855

University of Michigan  
Department of English  
Ann Arbor, Michigan 48104

Mercy College of Detroit  
(see above)

Central Michigan University  
Spanish Department  
Mount Pleasant, Michigan 48859

## MISSISSIPPI

State Department of Education  
Contact: John Ethridge  
Information and Advisory Office  
Jackson, Mississippi 39205  
(601) 354-6938

## Programs

B.A. or B.S. - Bachelor of arts or bachelor of science degree in education with concentration in bilingual education (Choctaw)

## College or University

Mississippi State University (Choctaw)  
College of Education  
State College, Mississippi 39762  
(601) 325-3121

## NEVADA

State Department of Education  
 Contact: Division of Teacher  
 Certification  
 Carson City, Nevada 89710  
 (702) 885-5700

## Programs

Courses in multicultural education,  
 the teaching of Mexican American  
 literature and culture, and  
 related areas

## College or University

University of Nevada  
 Contact: Dr. Robert A. Gilman  
 Department of Secondary Education  
 College of Education  
 Reno, Nevada 89507  
 (702) 784-4961

## NEW JERSEY

State Department of Education  
 Contact: Office of Special Programs  
 Department of Higher Education  
 225 West State Street  
 Trenton, New Jersey 08625  
 (609) 292-8770

## Programs

B.A. or B.S. - Bachelor of arts or  
 bachelor of science degree in  
 education with concentration in  
 bilingual education

## College or University

Georgian Court College  
 Contact: Rose Ortiz de Lopez  
 Department of Bilingual Education  
 521 Princeton Avenue  
 Lakewood, New Jersey 08701  
 (201) 363-5848

Kean College  
 Contact: Gladys Braga or Georgianna Lynn  
 Department of Bilingual Education  
 Union, New Jersey 07083  
 (201) 527-2000

Ed.M. - Master of education or  
 master of language education  
 degree with concentrations in  
 bilingual education, English as a  
 second language, foreign language  
 education, linguistics, or inter-  
 cultural education, and certificate  
 endorsement

Kean College  
 (see above)

Montclair State College  
 Contact: Dr. Ercell Watson  
 Department of Education  
 Upper Montclair, New Jersey 07043  
 (201) 893-4000

Ed.D. - Doctoral program in education or language education with concentrations in bilingual education, intercultural education, English as a second language, linguistics, or foreign language education

B.A. or M.A. - Bachelor of arts or master of arts degree in TESL (Teaching English as a Second Language)

Undergraduate and graduate courses taught in Spanish and English (bilingual)

## NEW MEXICO

State Department of Education  
Contact: Henry Pascual  
Bilingual Education Office  
Santa Fe, New Mexico 87501  
(505) 827-2429

### Programs

A.A. - Associate in arts; bilingual secretarial program and supplementary program for paraprofessional educators

Rutgers - The State University of New Jersey  
Contact: Dr. E.C. Condon, Director  
Intercultural Relations and Ethnic Studies Institute  
Graduate School of Education  
New Brunswick, New Jersey 08903  
(201) 932-7588 or 247-3485

Rutgers - The State University of New Jersey (see above)

Seton Hall University (in cooperation with New York University) (Chinese, Japanese)  
Contact: Dr. John Tsu, Director  
Chinese/Japanese/English Bilingual Institute  
South Orange, New Jersey 07079  
(201) 762-9000, Extension 505

College of Saint Elizabeth  
Convent Station, New Jersey 07961

Fairleigh Dickinson University  
Contact: Dr. Lillian Gaffney  
Teaneck, New Jersey 07666 or  
Filomena Del Olmo  
Madison, New Jersey 07940

Montclair State College  
(see above)

### College or University

New Mexico Highlands University  
Contact: Dr. Alice Sandoval (Title IV) or  
Ronald Maestas (Business and Economics)  
Las Vegas, New Mexico 87701  
(505) 425-7511

B.A. or B.S. - Bachelor of arts or  
bachelor of science degree in  
education with concentration in  
bilingual education

New Mexico Highlands University  
Contact: Dr. John M. Pacheco, Assistant  
Professor  
College of Education  
(see above)

New Mexico State University  
Contact: Dr. Atilano A. Valencia  
Department of Elementary and Secondary  
Education  
College of Education  
Box 3-AG  
Las Cruces, New Mexico 88001  
(505) 646-4820 or 646-1229

University of Albuquerque  
Contact: Miguel Encinias  
College of Education  
Albuquerque, New Mexico 87120  
(505) 831-1111

University of New Mexico  
Contact: Dr. Willie Sánchez  
College of Education  
Albuquerque, New Mexico 87106  
(505) 277-2231

M.A. or M.S. - Master of arts or  
master of science degree in  
education with concentration in  
bilingual education

New Mexico Highlands University  
Contact: Dr. John M. Pacheco  
or Elias R. Bernal  
(see above)

New Mexico State University  
(see above)

University of Albuquerque  
(see above)

University of New Mexico  
(see above)

Certification of teachers for bilingual  
classroom instruction

New Mexico Highlands University  
(see above)

New Mexico State University  
(see above)

University of Albuquerque  
(see above)

University of New Mexico  
(see above)

Courses taught bilingually in English and Spanish

New Mexico Highlands University  
(see above)

Departments of: Behavioral Sciences  
Chicano Studies  
Education Administration  
Program  
English, Speech and Drama  
History  
Library Sciences  
Modern Foreign Languages

## NEW YORK

State Education Department  
Contact: Dr. Maria Ramirez  
Bilingual Education Unit  
Albany, New York 12224  
(518) 474-5927

### Programs

- A.A. - Associate in arts degree program or training program for bilingual paraprofessional educators

B.A. or B.S. - Bachelor of arts or bachelor of science degree in education with specialization and certification in bilingual education

### College or University

Fordham University at Lincoln Center  
(Spanish, Italian)

Contact: Dr. Richard E. Baecher  
Division of Curriculum and Teaching  
School of Education  
New York, New York 10023  
(212) 956-6628.

Kingsborough Community College  
Contact: Benjamin Pacheco, Director  
Institute of Bilingual Studies  
2001 Oriental Boulevard, Manhattan Beach  
Brooklyn, New York 11235

Mercy College  
School of Education  
Westchester County  
Dobbs Ferry, New York 10522  
(914) 693-4500

The City College, CUNY  
Contact: Medardo Gutiérrez, Head  
Bilingual Education Program  
School of Education  
New York, New York 10031  
(212) 690-8297

Fordham University at Lincoln Center  
(see above)

Hofstra University  
 Contact: Dr. Isabel Cid Sirgado  
 School of Education  
 Calkins Hall, Room 317  
 1000 Fulton Street  
 Hempstead, New York 11550  
 (516) 560-3868

Mercy College  
 (see above)

Long Island University (Chinese, French,  
 Italian, Spanish)  
 Contact: Dr. Gladys Wolff  
 Department of Languages and Literature  
 Zeckendorf Campus - Brooklyn Center  
 Brooklyn, New York 11201  
 (212) 834-6192

State University of New York, at Albany  
 (in cooperation with Beacon School  
 District)  
 Contact: Dr. Carmen A. Pérez or  
 Gilbert Sanchez  
 Bilingual Bicultural Teacher Preparation  
 Program  
 1400 Washington Avenue  
 Albany, New York 12222  
 (518) 457-7539

State University of New York College at  
 Cortland  
 Program in English Sociolinguistics  
 Cortland, New York 13045

York College, CUNY  
 Department of Teacher Preparation  
 150-14 Jamaica Avenue  
 Jamaica, New York 11432

M.A. or M.S. - Master of arts or  
 master of science degree in  
 education with concentration and  
 certification in bilingual education

The City College, CUNY  
 (see above)

Fordham University at Lincoln Center  
 (see above)

Hofstra University  
 (see above)

Hunter College, CUNY  
 Contact: Dr. José A. Vázquez, Coordinator  
 Bilingual Education and ESL Programs  
 Division of Programs in Education  
 Hunter Midtown - Room 710  
 560 Lexington Avenue at 50th Street  
 New York, New York 10021  
 (212) 360-5561, 360-5562

Long Island University  
 (see above)

Mercy College  
 (see above)

State University of New York at Albany  
 (see above)

State University of New York College at  
 Cortland  
 (see above)

Ph.D. or Ed.D. : Doctoral degree  
 program with concentration in  
 bilingual education

New York University (Spanish and French)  
 (in cooperation with Seton Hall University  
 New Jersey)  
 Contact: Dr. Pedro Algarin  
 Division of Foreign Languages and Bilingual  
 Education  
 School of Education  
 East Building, Room 735  
 Washington Square  
 New York, New York 10003  
 (212) 598-2776

State University of New York at Albany  
 Contact: Dr. Carmen A. Pérez  
 School of Education  
 (see above)

Professional diploma programs (beyond  
 the M.A. or M.S. degree)

Fordham University at Lincoln Center  
 Department of Curriculum and Teaching  
 (see above)

Hunter College  
 (see above)

TESL program (Teaching English as  
 a Second Language)

State University of New York College  
 at Brockport  
 Department of English  
 Brockport, New York 14420

Hunter College, CUNY  
 (see above)



Long Island University  
(see above)

Rockland Community College  
Foreign Language Department  
145 College Road  
Suffern, New York 10901

State University of New York - College  
at Purchase  
Department of English  
P. O. Box 337  
Purchase, New York 10577

Staten Island Community College  
English Department  
715 Ocean Terrace  
Staten Island, New York 10301

Teachers College, Columbia University  
Language and Education Program  
Room 319, Main Hall  
New York, New York 10027

Courses in bilingual education  
(credit; nondegree)

Bank Street College of Education  
The Language Lab - Bilingual Skills  
Center  
501 Madison Avenue  
Seventh Floor  
New York, New York 10022  
(212) 838-6631

State University of New York at Oswego  
Contact: Carol F. Justus, Director  
Advisement and Registration  
1976 Summer Linguistic Institute  
(315) 341-2148

Courses taught bilingually

The City College, CUNY  
Contact: Dr. Frederico Aquino-Bermúdez,  
Chairperson  
Department of Puerto Rican Studies  
(see above)

State University of New York College  
at Brockport  
(see above)

## OREGON

State of Oregon Department of Education

Contact: Elton D. Minkler

Migrant Education

942 Lancaster Drive Northeast

Salem, Oregon 97310

(503) 378-3606

## Programs

Career ladder programs for all  
migrant education parapro-  
fessionals

B.A. - Bachelor of arts degree in  
education with concentration in  
bilingual education

## College or University

Migrant Education Service Center

Contact: Francisco Loera, Supervisor

3000 Market Street Northeast

Suite 316

Salem, Oregon 97301

Eastern Oregon State College

Contact: Dr. Felipe Veloz, Director

Bilingual Education Program

La Grande, Oregon 97850

## PENNSYLVANIA

Commonwealth of Pennsylvania Department  
of Education

Contact: William L. Charlesworth

Bureau of Teacher Certification

Box 911

Harrisburg, Pennsylvania 17126

## Programs

B.A. or B.S. - Bachelor of arts or  
bachelor of science degree in  
education with concentration in  
bilingual education

M.A. or M.S. - Master of arts or  
master of science degree in  
education with concentration in  
bilingual education

## College or University

Gannon College (program under  
development)

Contact: Dr. Paul W. Peterson

Erie, Pennsylvania 16501

West Chester State College

Contact: Dr. Philip D. Smith

West Chester, Pennsylvania 19380

Immaculata College

Center for the Teaching of the Americas

Immaculata, Pennsylvania 19345

West Chester State College  
(see above)

Ph.D. - Doctoral degree program  
with concentration in bilingual  
education

The Pennsylvania State University  
Computer-Assisted Instruction Laboratory  
Contact: Dr. Lester S. Golub  
Bilingual Bicultural Teacher Training  
Program  
201 Chambers Building  
University Park, Pennsylvania 16802  
(814) 865-0471

Bilingual certification/endorsement

Cheyney State College  
School of Teacher Education  
Cheyney, Pennsylvania 19319

Immaculate College  
(program to begin September 1976)  
(see above)

M.A. - Master of arts degree program  
or courses in TESOL (Teaching  
English to Speakers of Other  
Languages)

Kutztown State College  
Contact: Dr. Welsh  
Kutztown, Pennsylvania 19530

Temple University  
Contact: Guy Lemaitre  
20 Mitten Hall  
Philadelphia, Pennsylvania 19122

#### RHODE ISLAND.

State of Rhode Island  
Department of Education  
Contact: Edward T. Costa  
Bureau of Grants and Regulations  
Hayes Street  
Providence, Rhode Island 02908  
(401) 277-2841

#### Programs

M.A. or M.S. - Master of arts  
master of science degree in  
education with concentration  
in bilingual education

Certification for bilingual classroom  
instruction

#### College or University

Rhode Island College (Portuguese, Spanish)  
Contact: Dr. James D. Turley  
School of Education  
Providence, Rhode Island 02908  
(401) 831-6600

Brown University\* (Portuguese, Spanish)  
Contact: Nelson H. Vieira, Director  
Brown Bilingual Institute - Box E  
Department of Portuguese  
Providence, Rhode Island 02912  
(401) 863-1000

Providence College  
Contact: Gilbert R. Cavaco, Director  
Latin American Studies  
Providence, Rhode Island 02918

Rhode Island College  
(see above)

## TEXAS

Texas Education Agency  
Contact: Dr. Arturo L. Gutiérrez  
Division of Bilingual Education  
201 East Eleventh Street  
Austin, Texas 78701  
(512) 475-3651

### Programs

Training program for bilingual  
paraprofessional educators

### College or University

St. Edward's University  
Contact: Dr. Sister Marie André Welsh  
Center for Teaching and Learning  
3101 South Congress  
Austin, Texas 78704  
(512) 444-2621

Texas A and I University in Kingsville  
Contact: Maria Barrera  
Bilingual Assistant Training Program  
Campus Box 143  
Kingsville, Texas 78363  
(512) 595-3106

B.A. or B.S. - Bachelor of arts or  
bachelor of science degree programs  
with concentration in bilingual  
education and certification  
endorsement

East Texas State University (elementary  
certification)  
Contact: Dr. William J. Harvey  
Bilingual Studies  
Department of Literature and Languages  
Commerce, Texas 75428  
(214) 468-2696

Our Lady of the Lake College (elementary  
certification)  
Contact: Yolanda Molina  
School of Education  
411 S.W. 24th Street  
San Antonio, Texas 78285  
(512) 434-6711

Pan American University (elementary  
certification)

Contact: Dr. George A. González  
College of Education  
1201 West University Drive  
Edinburg, Texas 78539  
(512) 381-2671 or 381-2672

St. Edward's University (elementary  
certification)

(Concentration in cross-cultural studies  
also available)

(see above)

Southwest Texas State University  
(elementary certification)

Contact: Carlos G. Rodríguez, Director  
Bilingual Education  
College of Education  
San Marcos, Texas 78666  
(512) 245-2369

Southwestern University (elementary and  
secondary certification)

Contact: Dr. Francisco Befancourt  
Bilingual Education Program  
School of Education  
Box 399  
Georgetown, Texas 78626

Texas A and I University in Corpus Christi  
(elementary certification)

Contact: Albert Treviño  
Bilingual Education Program  
School of Education  
P.O. Box 6010  
Corpus Christi, Texas 78411

Texas A and I University in Kingsville  
(elementary certification)

(see above)

Texas A and I University Center in Laredo  
(elementary certification)

Contact: Dr. Alfredo Supervielle  
Bilingual Education Program  
P.O. Box 537  
Laredo, Texas 78040

Texas Women's University (elementary  
education and/or reading certification)

Contact: Dr. Alicia Travelle  
Bilingual Education Program  
Box 23029 - TWU Station  
Denton, Texas 76204  
(817) 387-0412

University of Houston (elementary  
certification)

Contact: Dell Felder  
Bilingual Teacher Preparation Program  
Department of Curriculum and Instruction  
3801 Cullen Boulevard  
Houston, Texas 77004

University of Houston at Clear Lake City  
(elementary and secondary certification)

Contact: Dr. Josephine Sobrino, Director  
School of Professional Studies  
2700 Bay Area Boulevard  
Houston, Texas 77058  
(713) 488-6840

University of St. Thomas (elementary  
certification)

Contact: Dr. Andrea Bermúdez  
School of Education  
3812 Montrose Boulevard  
Houston, Texas 77006

University of Texas at Austin (elementary  
certification)

Contact: Dr. George M. Blanco, Director  
Office of Bilingual Education  
Education Building 562  
Austin, Texas 78712  
(512) 471-3919

University of Texas at El Paso (elementary  
certification)

Contact: Dr. Marie E. Barker, Director  
Bilingual Education Training Opportunities  
Program (BETO)  
College of Education  
El Paso, Texas 79968  
(915) 747-5597

Pan American University (elementary  
certification)

(see above).

M.A. or M.S. - Master of arts or  
master of science degree programs  
with concentration in bilingual  
education

Texas A and I University in King  
(elementary certification)  
(see above)

Texas Woman's University  
(see above)

University of Houston at Clear L  
(elementary or secondary cert  
(see above)

University of Texas at Austin (g  
programs in Departments of C  
and Instruction and Foreign L  
Education)  
(see above)

University of Texas at El Paso  
(see above)

University of Texas at San An  
(elementary or secondary ce  
Contact: Dr. Albar A. Peña  
Division of Bicultural/Bilingual  
San Antonio, Texas 78285  
(512) 691-4426 or 691-4427

Ph.D. - Doctoral degree programs with  
concentration in bilingual education

Texas A and I University in K  
Contact: Dr. Mario Benítez, D  
Fellowship Program in Bilingual  
College of Education  
Kingsville, Texas 78363  
(512) 595-3106

University of Houston  
Contact: Dr. Max Castillo, Dire  
Doctoral Bilingual Fellowship Pr  
College of Education CNI-SH 44  
Houston, Texas 77004  
(713) 749-3611

University of Texas at Austin  
(see above)

Courses in bilingual education

Angelo State University  
Contact: Dr. Arnoldo de León  
2601 West Avenue N  
San Angelo, Texas 76901



Hardin Simmons University  
Contact: Dr. Don Whitmore  
Box E  
Abilene, Texas 79601

Houston Baptist University  
Contact: Dr. Simón Orta  
7502 Fondren Road  
Houston, Texas 77056

McMurry College  
Contact: Dr. Janice Glascock  
Box 92 - McMurry Station  
Abilene, Texas 79605

North Texas State University  
Contact: Dr. B.E. Martín  
P.O. Box 13801  
Denton, Texas 76203

Texas Wesleyan College  
Contact: Dr. Kyle Williams  
Fort Worth, Texas 76105

Sam Houston State University  
Contact: Dr. Alberto Sandoval  
Huntsville, Texas 77340

Trinity University  
Contact: Dr. John Donahue  
715 Stadium Drive  
San Antonio, Texas 78212

St. Edward's University  
(see above)

Courses taught bilingually in subject  
areas of folklore, children's  
literature, and teacher aide  
seminars

#### UTAH

Utah State Board of Education  
Contact: Elliott C. Howe  
Title I, ESEA Bilingual Education  
1400 University Club Building  
136 East South Temple Street  
Salt Lake City, Utah 84111  
(801) 328-5061

#### Programs

Bilingual teacher preparation  
program

#### College or University

University of Utah  
College of Education  
Salt Lake City, Utah 84112

Brigham Young University  
College of Education  
Provo, Utah 84601

## VERMONT

State Department of Education  
Contact: Dr. Leon H. Bruno.  
Federal Programs  
Montpelier, Vermont 05602.  
(802) 828-3121

### Programs

M.A.T. - Master of arts in teaching  
degree program in bilingual  
bicultural education

### College or University

School for International Training  
Contact: Dr. Alvino E. Fantini, Director  
Department of Language Education  
Brattleboro, Vermont 05301  
(802) 257-7751

## WASHINGTON

State Department of Public Instruction  
Contact: James O. Click, Migrant Education or  
Keith Crosbie, Foreign Language Programs  
Division of Curriculum and Instruction  
Old Capitol Building  
Olympia, Washington 98504  
(206) 753-6745

### Programs

M.A. - Master of arts degree in  
education with concentration  
in bilingual education

### College or University

University of Washington  
Bilingual Education Fellowship Program  
College of Education  
Seattle, Washington 98105  
(206) 543-2100

Ed.D. - Doctoral degree program in  
education with concentration in  
bilingual education

University of Washington  
(see above)

## WISCONSIN

State of Wisconsin Department of  
Public Instruction  
Contact: Lond Rodman  
Bureau for Teacher Education and  
Certification  
Division for Instructional Services  
126 Langdon Street  
Madison, Wisconsin 53702  
(608) 266-1771

## Programs

Training program for bilingual para-professionals

B.A. - Bachelor of arts degree and certification (early childhood, elementary, pre- and early adolescent, and high school) in bilingual/bicultural education

B.A. - Bachelor of arts degree in ethnic studies

M.A. - Master of arts degree and certification (see above) in education with concentrations in bilingual education or English as a second language

Ed.D. - Doctoral degree program in education with concentrations in bilingual education or English as a second language

## College or University

Alverno College  
3401 South 39th Street  
Milwaukee, Wisconsin 53215

University of Wisconsin - Milwaukee  
Contact: Dr. Diana Bartley, Advisor  
Bilingual/Bicultural Education and English  
as a Second language  
Department of Curriculum and Instruction  
Milwaukee, Wisconsin 53201  
(414) 963-5385

University of Wisconsin - Milwaukee  
Contact: Raymond J. Kau  
Spanish-Speaking Outreach Institute  
College of Letters and Science  
Sandburg Hall W 1020A  
805 South Fifth Street  
Milwaukee, Wisconsin 53201  
(414) 963-5277 or 672-4242

University of Wisconsin - Milwaukee  
(see above)

University of Wisconsin - Milwaukee  
(see above)